Mission Statement

Cankdeska Cikana Community College provides opportunities that lead to student independence and self-sufficiency through academic achievement and continuation of the Spirit Lake Dakota language and culture.

Vision Statement

Cankdeska Cikana Community College builds a strong and viable Dakota community that enjoys physical, mental, emotional and spiritual health.

Key Values

Shared Responsibility
We are respectful of each other.
We believe in the value of educational and vocational training.
We believe in the potential of our students.

Commitment to Quality
We strive to be the very best tribal community college.
We employ qualified faculty and staff in all positions.
We maintain accreditation.
We structure the institution to optimize the skills and contributions of all.

Expected Outcomes for Essential Studies Upon Graduation

Student will know and understand critical thinking
Student will be able to skillfully communicate
Student will have basic technology skills, including safety/security
Student will have better life skills

Dakota Values

Woksape - Wisdom
Wicowahba - Humility
Wowaditake - Courage
Wawokiya - Generosity
Wowaditake - Fortitude
Waohoda - Respect
Ohañ Owotana - Honesty

“...nothing in this policy shall be construed to abridge academic freedom and inquiry, principles of free speech, or the College's educational mission.”
Established by the Spirit Lake Tribe by Resolution No. 405-75-89 of the Tribal Council, adopted January 27, 1975.

College Name Origin

The College is named in honor of Cankdeska Cikana (Little Hoop), the Dakota name of Paul Yankton, Sr., PFC, who served with the United States Army’s 11th Infantry at Lorraine, France, and was the recipient of two Purple Hearts. He was killed in action on November 29, 1944.

Cankdeska Cikana was a proud Dakota warrior who believed in self-responsibility and the need for education opportunities for Native people.

Paul Yankton’s Honor Song

_Ina cañté śica uñśni wo._

Mother do not be sad

_He wimaca eca okicize wañbdake ktá._

I am a man so I will see the war.

_He Cañkdeśka Ciḳana heye ka maḱa mahed iwañka._

That is what Little Hoop said and laid down into the earth.

Paul Yankton, Jr. was the Chairman, CCCC Board of Regents, and was an education leader for the Spirit Lake Dakota Tribe and its tribal college for over 32 years. He had vision and dedicated his life to creating an education system that works for the people. Paul, Jr. passed away on February 5, 2014.

Logo Design

(as submitted by John Chaske and adopted by the CCCC Board of Regents, May 15, 1995):

The _Cankdeska Cikana_ (Little Hoop) is represented by the inner white circle. Within the circle/hoop, a diploma and mortar board represents the educational opportunity that the college has to offer the Spirit Lake Tribe community. The diploma shows the date that the college was established. The medicine wheel on the diploma represents the balance we strive for in our lives – mental, physical, emotional, and spiritual.

The _inner red circle_ represents “Anpetu Wi” (the sun), with each new red dawn, we gain wisdom, knowledge, and understanding.

The _upper blue semi-circle_ represents “Wakan Tanka” (God) who is ever present and watches over and protects us.

The _seven stars_ symbolize the seven campfires and the seven rites and values of the Dakota Nation.

The _four tipis_ represent the four districts that Cankdeska Cikana Community College serves on the Spirit Lake Tribe reservation.

The _six visible poles_ in each tipi reflect the six directions.

In the background, the _hill_ represents “Ina Maka” (mother earth) also “Cante Paha” (Heart Butte) which is our “Hocoka” (center).

The _eagle feather_ represents “Wambdi Gdeska” (spotted eagle) who flies the highest so he is our messenger to God. The feather also represents the Black Road which is the path of our daily life hardships and that we must stay focused on our educational goals and follow the feather’s quill to the end (achievement).

The _red band_ behind the feather is the Red Road that symbolizes the spiritual path our ancestors followed throughout their lives to assure their place in the spirit world.
Governance

CCCC is chartered by the Spirit Lake Tribe, appointing a five member Board of Regents who oversee the governance of the College. The Board of Regents is empowered to grant degrees to qualified applicants upon the completion of the Board approved curriculum in compliance with accreditation standards as set by the Higher Learning Commission (HLC). The Board of Regents formulates and implements administrative policies and procedures for the operation of the institution. Board members represent the four district communities and serve three year terms.

Accreditation

Cankdeska Cikana Community College is accredited by the Higher Learning Commission (HLC) and is a public, non-profit institution.

Land Grant Status

In 1994, twenty-nine Tribal colleges and universities were recognized by the U.S. Congress with land grant status under the authorization of the Equity in Educational Land Grant Status Act (Section 354 of PL. 103-382). The legislation was significant as these institutions represented Indian Tribes with land bases not receiving primary land grant support prior to 1994. CCCC was one of the Tribal Colleges and Universities (TCUs) identified in the legislation as a “1994 Tribal Land Grant College.”

Acquiring land grant status was instrumental in creating opportunities and obtaining resources for TCUs to carry out the three traditional tenets of land grant institutional missions—teaching, extension, and research. The TCU’s are now charged with organizing and delivering land grant programs for Indian Nations and Tribal communities that have historically been neglected by mainstream institutions. The 1994 Tribal Land Grant Colleges and Universities are supported in the following areas:

1. An endowment fund (in lieu of a land grant).
2. Tribal land grant equity grants to be used for specific institutional projects related to the Tribal land and natural resource needs.
3. Extension programs for addressing Tribal community needs.
4. Research.

CCCC is a federally supported comprehensive land-grant institution with principal responsibility in North Dakota. CCCC provides a growing capability for delivering education, cultural activities, and information to the North Dakota citizenship with an emphasis on the Spirit Lake Dakota reservation community.

Statement of Policy on Non-Discrimination

CCCC does not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, gender, sexual orientation, disability, age, religion, ancestry, or any other legally protected classification. Announcement of this policy is in accordance with Federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Inquiries or concerns may be referred to the CCCC Title IX Coordinator, (701) 766-1309 or 1-888-783-1463; or to the Office of Civil Rights, US Department of Education, 500 W. Madison Street Suite 1475 Chicago, IL 60661; (312) 730-1560.

Accessibility

The facilities and instructional buildings in use at CCCC are accessible to the physically challenged. Any instances in which services or instruction are given in buildings that are not accessible, special arrangements will be made to assure that the needs of the student are met.

CCCC follows and complies with the Americans with Disabilities Act (ADA) and other laws relating to persons with disabilities. Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access.

A student with a documented disability who requests a modification, accommodation, or adjustment is responsible for creating an accommodation plan with their academic advisor and identifying himself/herself to the instructor. The instructor and advisor will work with the Academic Dean and student to develop an accommodation plan for the student.
Admission

General standards for admission are any one of the following:
1. A graduate of an accredited high school.
2. A student transferring from another accredited institution.

Admission Criteria

The student must submit the following information to the Admissions Office:
1. The Application for Admission form.
2. Proof of high school graduation or its equivalency. Official transcripts of high school work completed or a copy of a General Education Development (GED) certificate must be sent to the college.
3. If applicable, official transcripts from any post secondary institution previously attended.
4. Scores for the Accuplacer Placement Exam.
5. Members of a federally recognized tribe must submit official verification of tribal enrollment.

Registration Process

Students must complete the following steps to register for classes:
1. Complete registration materials from CCCC website – www.littlehoop.edu/student_resources.html
2. Schedule an appointment to complete the Accuplacer Placement Exam (see below)
3. Contact Financial Aid office to complete FAFSA (Free Application for Federal Student Aid (www.fafsa.ed.gov)
4. Contact Academic Advisor for scheduling assistance and approval.
5. Contact the bookstore for necessary textbooks and materials.
6. Contact IT or Academic Advisor for student email address, computer login and password information and student ID badge.

Accuplacer Placement Exam

All new and incoming degree-seeking students are required to take an ability to benefit Accuplacer placement exam that provides the student and the college with appropriate criteria for course placement in mathematics and English courses. Additionally, students that have been out of college for three years and have not taken ENGL110: Composition I or MATH103: College Algebra will need to take the Accuplacer exam to allow for proper course placement. The TABE or COMPASS test will no longer be accepted as a placement examination at CCCC. A student that has adequate preparation and does well on the Accuplacer exam can greatly decrease the time spent on coursework that is considered not “college level”. The Accuplacer exam will be taken again during or after the student’s final semester to comply with CCCC’s assessment policy.

Transfer Students

Students who have earned college credits at approved institutions may apply to the Registrar’s Office to have such credits apply toward CCCC Certificate, Diploma, or Degree requirements. Only official transcripts forwarded by the institutions granting the credit will be accepted as proof of credit earned. The student is responsible for having official transcripts forwarded to CCCC. Fax copies are not considered official. Only courses in which the student received a “C” or better may be considered for transfer credit. Upon receipt of all transcripts, the Registrar determines those credits that will transfer. Students enrolling at CCCC with the intention of transferring to another institution to complete their educational objectives are advised to work closely with the transfer campus as early as possible to determine which courses will transfer most effectively.

Students who have attended other accredited colleges or universities will be admitted without restriction to CCCC if they left the last transfer institution in good academic standing and if their cumulative grade point average (GPA) meets the Academic Progress standards outlined in this catalog. Failure to list all colleges, universities, and schools previously attended may result in denial of admission, dismissal, loss of credits, or other appropriate sanctions.

If a student has been academically suspended from another college or university, the student may be admitted on Academic Probation at CCCC, but only if the student has sat out of studies at any institution of higher education for a period of at least one term following the suspension. (See CCCC’s Academic and Financial Aid Suspension policy.)

Early Childhood Program Admission Requirements

All Early Childhood students need to successfully complete a background check (the student is responsible for the $100 charge) (see human resources office), provide written medical verification that they have had a physical in the past six months that states they are approved to provide childcare. Every student also needs to furnish successful documentation of Mantoux Tuberculosis testing (TB) that has been done within the last year. The Mantoux Tuberculosis testing (TB) must be done every two years.

Student Orientation

Student orientation takes place on Moodle (CCCCs online learning management system) through an Orientation module. Students will complete the module by reading and viewing the CCCC programs and staff who will help with questions a student may have. When a student has completed all sections, they receive an orientation badge.
Anti-Drug Abuse Certification

Each student must certify compliance with the Omnibus Drug Initiative Act of 1988. As a grant recipient of a federal program, a student who wishes to receive Financial Aid is required to certify that he/she will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance while attending Cankdeska Cikana Community College and receiving financial aid. The Act gives courts the authority to suspend eligibility for federal student aid when sentencing a student who has been convicted of a drug-related offense.

Veteran’s Benefits

The Veteran’s Administration is authorized by law to provide a wide range of benefits to a student who has served his/her country in the Armed Forces and to his/her dependents. Veterans may be eligible for educational benefits under the G.I. Bill which provides grants, loans and work assistance.

There are various types of programs available to veterans. The Chapter 32 V.E.A.P. (Veteran’s Education Assistance Program) which is a contributory educational plan for those who entered active military service after December 31, 1976 and before July 1, 1985. The Chapter 30 or Montgomery G.I. Bill is for those who entered active duty after July 1, 1985. A veteran must have an honorable discharge to be eligible for Chapter 30 benefits. There are also chapter 35 benefits for dependents of veterans and chapter 1606 benefits available for students under the Montgomery GI bill-selected reserve. Now there are Chapter 33 benefits available for those individuals who have served in the Armed Forces on or after September 11, 2001. All benefits are contingent on service in the Armed Forces on or after September 11, 2001, and an honorable discharge or a discharge due to a medical condition that did not result from an individual’s own willful misconduct. This does not have the effect of law, so for further information it is best to contact the Veteran’s Administration at toll free 1-800-827-1100.

The Financial Aid Director can assist with the application process and certify students through the VA online. For more detailed information or assistance, students may contact their nearest VA regional office, local service officer, or veteran’s organization representative, including the American Red Cross, in their community. Students may access the official website of the Department of Veterans Affairs Educational Service at http://www.gibill.va.gov or call them at 1-888-GI-BILL-1 (1-888-442-4551).

If, at any time, an individual who is using his/her entitlement, is failing to maintain satisfactory progress (see Standards of Satisfactory Academic Progress in this catalog), the Veteran’s Administration will be notified within (30) days of the occurrence.

Title 38 United States Code Section 3679(e) School Compliance

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code was amended, and educational institution will be required to sign this compliance form to confirm your compliance with the requirements as outlined.

Effective August 1, 2019, the State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent the areas below:

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

• Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

• Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
Estimated Cost of Attendance

A full time student for tuition purposes is a person who is enrolled in 12 credits per semester. The cost of tuition and fees for part-time enrollment are prorated. The following is a general estimate of the necessary expenses of a student for each semester:

**Tuition - $150.00/per credit hour**
- Tuition: $1800/semester
- Fees: $175/semester
- Books & Supplies: $700/semester
- Miscellaneous Expenses: $1800-2100/semester
- Room & Board: $2000-2875/semester
- TOTAL: $6475-7650/semester

OTHER FEES AS APPLICABLE:
- Art: $25/course
- CPR/First Aid: $25
- Audit: $150/credit hour
- Recording: $25/semester
- ECE Background Check: $100
- CDL Fee (Physical & Drug Testing): $170
- CDL Fee (Vehicle Use - Fuel & Insurance): $300
- Science Lab: $15/course
- Graduation: $25
- Credit by Exam: $150/credit hour

*Fees may vary depending upon the individual courses taken within a program.*

Financial Aid

Financial aid provides students with the resources to attend and are designed to complement the student’s own resources based on need. All degree-seeking students must complete the FAFSA application before they are registered. Financial aid consists of grants and scholarships, work-study programs, or waivers of tuition. Grants and scholarships are gifts of money that do not have to be repaid. Work-study (student employment) allows the student to work and earn money.

Types of Financial Aid

CCCC provides four types of financial aid:
- Grants
- Employment
- Scholarships
- Waivers

Grants are gifts of money that do not have to be repaid. Employment allows a student to work and earn money to offset educational expenses. Scholarships are gifts awarded to students on the basis of academic achievement, need, or other criteria. Waivers are gifts generally based on SAP.

Many students qualify each year for scholarships offered by private and public agencies, groups, and organizations. **Students are encouraged to apply for all financial aid that is available to them.** The Financial Aid Office provides students with the information and assistance in completing the online forms. Scholarship information is available on the CCCC website under Financial Aid, Student Resources; on campus bulletin boards; sent out each semester to the students’ CCCC email account; and posted on the College Face Book page.

For a list of several scholarship opportunities, see the CCCC Financial Aid page at [http://www.littlehoop.edu/financialaid.html](http://www.littlehoop.edu/financialaid.html)

Tuition Work Waiver Program

The purpose of the Tuition Work Program is to provide an opportunity for students, who are ineligible for Title IV financial aid or any other type of aid, to work off their student bill through part time employment in order to attend CCCC. For more information contact the Financial Aid Director.

Tuition Waiver Policy

CCCC proudly serves all students and maintains a goal of assisting those interested in achieving a postsecondary education at CCCC. CCCC will waive all or a portion of tuition charges for:
1. New high school graduates;
2. New General Equivalency Diploma (GED) graduates;
3. Elders (ages 62 and over);
4. Any active military personnel; and others as determined by CCCC & funding sources.

High School Graduates criteria:

Timeline: The student must have graduated with a high school diploma and must attend the next full semester (fall or spring) after graduation to be eligible (the summer after completion may be utilized also).

Enrollment: The student must be officially accepted as a full or part time student.

Satisfactory Academic Progress: The student must remain in good academic standing as defined by Satisfactory Academic Progress (SAP). Students not maintaining SAP during their first semester will lose their tuition waiver eligibility for the second semester.

Tuition Waiver Amount: The tuition waiver is the amount equal to the cost of 6 credits of attendance per semester for two consecutive semesters. The student will be responsible for the cost of books, fees, or any additional credits.

GED Graduates criteria:

Timeline: The student must have graduated from a GED program and must attend the next full semester (fall or spring semester) to be eligible (the summer after completion may be utilized also).

Enrollment: The student must be officially accepted as a full or part time student.

Satisfactory Academic Progress: The student must remain in good academic standing as defined by Satisfactory Academic Progress (SAP). Students not maintaining SAP during their first semester will lose their tuition waiver eligibility for the second semester.
Tuition Waiver Amount: The tuition waiver is the amount equal to the cost of 6 credits of attendance per semester for two consecutive semesters. The student will be responsible for the cost of books, fees, and any additional credits.

**Elder (ages 62 and over):**

Timeline: The student must be ages 62 and over.
Enrollment: The student may enroll as a full-time or part-time student.
Satisfactory Academic Progress: Students must remain in good academic standing as defined by Satisfactory Academic Progress (SAP). Students not maintaining SAP during their current semester will lose their tuition waiver eligibility for the next semester.
Tuition Waiver Amount: The tuition waiver is the amount equal to the cost of 6 credits per semester up to a maximum amount of 36 credits. The student will be responsible for the cost of books, fees, or any additional credits.

### Military Selective Service Requirement

Effective July 1, 1983, an amendment to the Military Service Act (Public Law 97-951) stipulates that any student who fails to register with the Selective Service is ineligible to receive federal student aid. Specifically, this includes the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Federal College Work-Study, National Direct Student Loan, Guaranteed Student/Plus Loan, and State Student Incentive Grant funds. Among federal Financial Aid applicants, men (citizens and eligible non-citizens except permanent residents of the Trust Territory of the Pacific Islands and the Northern Mariana Islands) who are at least 18 years old, who were born after December 31, 1959, and who are not currently on active duty with the armed forces must be registered.

### How To Apply

The Free Application for Federal Student Aid (FAFSA) is the online application for all (grants and employment) financial aid at CCCC. The FAFSA is a “need analysis” that collects financial information used to determine how much a student (and parents, if applicable) is expected to contribute to his/her education.

The FAFSA renewal application is available after **October 1st** every year and is used to apply for financial aid for the regular academic year and on a limited basis for summer semesters. Students MUST apply every year!

Students applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and list CCCC’s school code (015793) on the FAFSA. Students, parents, and borrowers are required to use an FSA ID (https://studentaid.gov/fsa-id/sign-in/landing), made up of a username and password, to access certain U.S. Department of Education websites. The FSA ID is used to confirm identity when accessing financial aid information and electronically signing the federal student aid documents.

### When To Apply

The FAFSA must be completed prior to **March 15** to be considered for funding from the North Dakota State Incentive Grant (SSIG) and prior to **April 15** to receive priority funding from the federal SEOG and the federal Work Study programs at CCCC. This means your FAFSA must be received by the federal processing center by April 15 to meet this priority date.

Students are encouraged to complete the FAFSA starting October 1 using prior year taxes. Example: School year 2019-2020 uses year 2017 taxes. School year 2021-2022 uses year 2019 taxes. The FAFSA or Renewal Applications must be completed each year. The FAFSA will be accepted after April 15, but funding may be limited.

**PLEASE NOTE:** Students completing the FAFSA incorrectly or omitting necessary information may be required to resubmit the FAFSA. This will cause delay in determining a student’s eligibility and may cause students to miss the priority funding date.

### How Financial Aid is Awarded

Financial aid is awarded on the basis of “financial need,” or in other words, the “total family contribution” subtracted from the “estimated costs for the academic year.” The “total family contribution” is calculated from the information on the FAFSA such as family income, family assets, student’s income and student’s assets.

“Estimated costs for the academic year” include tuition, fees, room, board, books, supplies and other educational expenses.

CCCC scholarships, Federal Supplemental Educational Opportunity Grants (SEOG) and Federal Work Study funds are awarded for the school year during the initial award process. These programs also are awarded based on priority deadlines.

### How Financial Aid is Disbursed

Financial aid funds are disbursed at the end of the 7th week of class. Direct crediting is the process of automatically applying financial aid funds directly toward student charges. Charges may include tuition, fees, and books. All grants and scholarships processed by the
institution will be automatically credited. Students whose charges are less than the financial aid received will be issued an aid check. If a student owes a bill from a prior award year, all scholarships, grants, stipends and other awards will be applied to the bill until it is paid in full. Each award year, CCCC will apply a maximum of $200 from the student’s current federal Pell grant award toward a previous award year bill.

A student is considered to have begun attendance in a course if the student attended at least one day of the course that was used to determine Federal Pell Grant eligibility. CCCC will recalculate the Federal Pell Grant award based on the lower enrollment status if the student does not begin attendance in all registered classes.

Verification

The U.S. Department of Education or CCCC may ask students to document that the information they provided on their application for financial aid is correct. If students are selected, they may be asked to verify such information as income, federal income tax paid, tax transcript, household size, status as a dependent or independent student, and citizenship. As part of this process, dependent students must provide the Financial Aid Office with their parents’ Federal Income Tax transcript and in some cases, statements from the Social Security Administration, Veteran’s Administration, or other agencies to verify benefits and income that the student and/or the student’s family has received.

If information on any of these documents conflicts with the information reported on the student’s FAFSA, they may be required to provide additional information. Failure to provide proof may result in the cancellation of aid from all of the Title IV programs and may also result in the cancellation of aid from other sources.

Federal financial aid received because a student reported incorrect information will have to be repaid. Any person who intentionally makes false statements or misrepresentations on a federal financial aid application is violating federal law and is subject to a fine or imprisonment or both under provisions of the U.S. Criminal Code.

Appeal Process

A student with special circumstances may appeal his/her financial aid status by submitting an appeal letter that would provide the documentation explaining and verifying the unusual circumstances to the Financial Aid Office.

Standards of Academic Progress for Financial Aid Eligibility

CCCCC, in compliance with federal regulations, establishes the following policies and procedures to ensure that students who receive federal financial aid (Pell, SEOG, FWS) are making Satisfactory Academic Progress (SAP) toward a certificate or associate degree. Students who fail to meet SAP will not be eligible to receive federal financial aid until eligibility is once again established. It is the student’s responsibility to stay informed of the SAP policy and to monitor their own progress. A student has the right to appeal the disqualification of their financial aid eligibility.

Measures of Satisfactory Academic Progress (SAP):

SAP standards are measured as qualitative academic standards (grade point average) and quantitative rate of progression or PACE (number of credits completed divided by the number of credits attempted). SAP requirements apply to all terms (including summer), to all students (aid and non-aid recipients), and are measured in three areas - GPA, Hours Earned and Maximum Time Limit - to be eligible for federal student aid.

Minimum GPA requirement (Qualitative):

Students are required to earn the minimum cumulative grade point average at the end of the academic semester for that credit level. (In order to graduate a student must have an overall GPA of 2.00).

<table>
<thead>
<tr>
<th>Credits</th>
<th>GPA requirement</th>
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</thead>
<tbody>
<tr>
<td>6-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25-36</td>
<td>1.95</td>
</tr>
<tr>
<td>37-60</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Students are required to successfully complete a minimum of 67% of attempted credits. This percentage is determined by dividing the total number of successfully completed credits by the total number of credits the student was registered for at the close of business on the last day to add a full-term course.

Successful completion is defined as completed credit hours for grades of A, B, C, D, P or S.

Any course that a student repeats will count in the calculation of hours attempted and completed.

Credit hours that are NOT considered successfully completed include blank grades as well as grades of F, W (withdrawal), U (unsatisfactory), and I (incomplete); however, these hours are included as attempted hours.

If a grade is officially changed by the instructor due to grade grievance or other reasons, the instructor and student are asked to notify the Financial Aid Office immediately. Federal regulations limit the total number of credits a student can attempt for undergraduate work. Once the maximum number of credits or terms has been met, the student will be disqualified from receiving federal aid. Undergraduates are required to complete their degree within 150% of the published length of their program.

For example: 60 credits required for degree x 150% = 90 credit hours a student may attempt while working on this degree.

Second Degrees. The credits from all majors successfully completed will be included in the total number of credits they have attempted if a student has changed majors.
Warning

The first semester a student does not meet Satisfactory Academic Progress (SAP), he/she will be placed on academic and financial aid warning for the next semester of enrollment. The student will automatically be removed from warning if all of the requirements at the end of the semester of warning have been met. If at the end of the semester of warning, the student does not meet SAP requirements, he/she will be placed on academic and financial aid suspension. The student will not be eligible to receive federal aid while on academic suspension.

Students will receive notification of their SAP warning or suspension at the end of each semester following grade posting. Notification will be sent to the student’s home address that is on file.

Academic and Financial Aid Warning means: During the next semester of enrollment, the student may receive federal financial aid, but must meet all SAP at the end of the semester. If he/she does not meet all SAP requirements, the student will be disqualified from receiving federal financial aid. No appeal or reapplication for aid is permitted while on Academic and Financial Aid Warning.

During the semester of warning, students are encouraged to seek assistance from various on-campus resources that may assist them in meeting their personal and educational goals. Available resources include tutoring service and academic advising. At the end of the semester of warning, the student must again be meeting the SAP requirements or he/she will be placed on Financial Aid Suspension.

Suspension

A student who does not complete 67% of the credits attempted in the term enrolled at CCC at the appropriate cumulative GPA listed above for two consecutive terms will be placed on academic and financial aid suspension. A student on academic and financial aid suspension will be required to sit out one full semester during the regular academic year. Summer semester will not be counted as a semester in this instance.

A student who has been suspended must sit out one full semester before they may reapply for admission back into the college. A student re-admitted after sitting out a semester will be allowed to enroll in only six semester credits. They will be re-admitted on probation and will be eligible to be considered for financial aid.

Academic and Financial Aid Suspension means:

• The student has lost eligibility for federal student aid for one semester of non-enrollment.

• If the student had an extenuating medical or emotional circumstance that negatively impacted his/her academic performance, the student may appeal the suspension.

Financial Aid Appeal Procedure

Students who have failed to make SAP may appeal to reestablish eligibility on the basis of medical, legal, emotional or other extenuating circumstances. The student must submit an appeal letter to the Financial Aid office. The Financial Aid office and Dean of Student Services will review the appeal to determine whether the warning/suspension is justified and notify the student in writing of the decision. A student wishing to appeal the decision of the Financial Aid office shall appeal to the Financial Aid Committee. The Academic Dean has the final authority on appeal decisions.

Examples of appeals include:

• Students who completed their coursework and had an incomplete removed from their transcript.

• Students who were suspended due to extenuating circumstances beyond their control (such as a natural disaster, lengthy and serious illness, or death of an immediate family member).

No payments and no adjustments will be made to compensate for aid lost during periods of ineligibility.

Reinstatement

Students have an opportunity to reestablish eligibility after one semester (summer semester does not count) has elapsed from the date the student was placed on suspension by completing six credits at 67% completion and earning the required cumulative grade point average.

The student must complete and submit a reinstatement application to the Admissions Office and a written notice requesting reinstatement of Academic and Financial Aid. The admissions and financial aid staff will confer with the Academic Dean and the student’s advisor. If there is an agreement that the student has academic potential to continue his/her education at CCC, the student will be notified by letter of readmission. A student re-admitted after meeting the semester leave requirement will be allowed to enroll in only six semester credits. They will be readmitted on academic and financial aid probation and will be eligible to be considered for financial aid providing he/she meets all other eligibility requirements.

Financial Aid and the Grade of Incomplete

If a student has received any incomplete grades and has not satisfied the 67% successful completion of his/her enrollment, financial aid will be denied until satisfactory progress is made. The deadline is the end of the sixth week of the next semester of the student’s enrollment (See Incomplete Grade Policy).

Transcripts – Degrees – Diplomas – Certificates

No degree will be conferred, nor any diploma, certificate, or transcript of record issued to a student who has not made satisfactory settlement of his or her account.
Expiry of Financial Aid Eligibility

A student enrolled at CCCC is eligible to receive federal student financial assistance for earned credit hours for a maximum of 150% of the published length of the degree program. After the 150% credit hours are met, a student is no longer eligible to receive Title IV financial aid. All credits transferred to the College and all attempted credits at CCCC will apply toward the maximum time frame.

Federal Pell Grant Program — Duration of Eligibility

Students are eligible to receive a Pell Grant for up to 12 semesters or the equivalent. If a student has exceeded the 12-semester maximum, he/she will lose eligibility for additional Pell Grants.

Equivalency is calculated by adding together the percentage of Pell eligibility received each year to determine whether the total amount exceeds 600%.

For example, if the maximum Pell Grant award amount for the 2020-2021 school year was $6,345, but the student only received $3,173 because they were only enrolled for one semester, the student would have used 50% of the maximum award for that year. If in following school year, the student was enrolled only three-quarter time for both fall and spring semesters, student would have used 75% of the maximum award for that year. Together, you would have received 125% out of the total 600% lifetime limit.

Satisfactory Academic Progress and Duration of Eligibility Review

Students receiving financial aid will have his or her academic progress and duration of eligibility reviewed each semester. Students desiring a second degree must be officially admitted to the new program of study and all courses from previous programs that are applicable will be counted as courses completed for the new program of study.

NOTE: Reinstatement of eligibility for federal aid is NOT automatic. The student has the responsibility to contact the Financial Aid office to initiate the appeal or reinstatement process.

NOTE: Reinstatement of eligibility for federal aid is NOT automatic. The student has the responsibility to contact the Financial Aid office to initiate the appeal or reinstatement process.

Refund Policy

Any student who officially withdraws may owe a repayment to a funding source. For a dropout date, the institution will use the date the student officially withdraws or the last date of contact at an academically-related activity.

If a new or transfer student withdraws from CCCC, a refund of tuition & fees will be completed and this may result in repayment, based on his/her withdrawal or drop-out date.

Refunds will be credited to the following programs in this precise order (per federal guidelines):
- Federal Pell
- Federal SEOG
- Other Title IV Student Assistance Programs.

Refund of Tuition and Fees

Any student who drops a class during the first two weeks of instruction of a fall/spring semester or first week of instruction of a summer semester will receive a 100% refund of tuition and fees for the credit hours attributable to the class or classes dropped.

No refund for a dropped class will be allowed after the first two weeks of instruction of a fall/spring semester or first week of instruction of a summer semester; however, classes of the same or fewer credits may be substituted when added prior to the published deadline (see Academic Calendar) for the dropped class at no additional tuition charge.

CCCC will charge the student for the additional credits and any special course fee(s) if added classes result in an increase in credit hours if under 12 credits or if an added class requires special course fees.

Refund Policy for the Title IV Financial Aid

CCCC has implemented the Federal Refund Policy for all continuing and returning students whether they receive or do not receive Federal Title IV financial aid in order to comply with current federal regulations.

Following is the attendance time and the percentage of refund calculation if a student drops or withdraws during the first two weeks of the semester:

1. First Week 100%
2. Second Week 100%
3. After Two weeks No Refund

Any continuing student that drops or withdraws after the second week of classes will not be subject to the Federal Refund Policy.

All Failing or Incomplete Grades

Students who receive all failing or incomplete grades in a given semester are considered to have unofficially withdrawn from the college. Federal regulations require a refund calculation be done for all students receiving state and federal funds unless an official last date of attendance beyond the 60% point in one the of the student’s classes is documented. The calculation and return of these funds may result in the student owing a balance to the college and/or Department of Education.
Federal regulations require the institution to develop a mechanism for determining whether a student who is a recipient of Title IV grant funds has ceased attendance without notification during a period of enrollment. This regulation requires CCCC to identify and resolve instances where attendance through the end of the period could not be confirmed for a student. To comply with these regulations, the following steps will be taken to identify such students at CCCC:

- A list of students who received all F’s or I’s for a semester (period of enrollment) will be extracted from the Registrar’s Office records.
- An email will be sent to all of the student’s class instructors asking them to document the last known date of an academically related activity for the student (i.e., an exam, daily assignment, or attendance in class).
- If the last date any instructor can document is after the 60% point in the enrollment period, the student is considered to have earned 100% of their financial aid funds and no further action will be required. If the latest date is before the 60% point in the semester, the latest documented date or the 50% point in the semester (whichever is later) will be used as the last date of attendance by the student.
- Based on the last date of attendance, a Return of Title IV funds worksheet will be processed to determine the type(s) and amount(s) of financial aid to be returned.
- All financial aid funds to be returned will be the responsibility of the student. The institution will not refund any tuition, fee or book charges.
- A letter and CCCC’s policy on unofficial withdrawals will be mailed to the student notifying them of their obligation at the time the institution returns the financial aid funds.
- The Finance Office will place a hold on the student’s record at CCCC with the Registrar’s office.
- Students will be placed on Financial Aid Probation or Suspension following the term that they receive all “F”s or “I”s.

### Refund Calculations Procedures

CCCC is required to perform a prorated calculation of tuition and fees earned for those federal financial aid recipients who withdraw from all classes during the first 60% of the semester. The “Return of Title IV Funds” calculation takes into consideration the following items:

- The student’s documented last date of contact at an academically related activity.
- The date the student began the official process of withdrawal from college.
- Aid disbursed and aid that could have been disbursed.
- Number of days attended and number of days in the semester.
- Amount of tuition and fees earned and amount of tuition and fees unearned.

Both the college and the student may be required to repay a portion or all of the Title IV funds awarded to the student to the Department of Education.

All students withdrawing from classes must complete and return the CCCC withdrawal form to the Registrar’s Office. Failure to comply with this requirement may require a student to repay a larger amount of their Title IV financial aid disbursed to them for the semester.

The Federal Return of Title IV Funds formula dictates the amount of Title IV aid that must be returned to the Department of Education by the college and the student.

The Registrar’s office will notify the Financial Aid Office of all students that either drop and/or withdraw from classes and/or the College. The Financial Aid Office will determine if the students have received Federal Title IV funding and are subject to the Federal Refund Policy. Students who must repay or are eligible to receive a refund will receive a letter and a complete refund calculation form from the Financial Aid Office. The Finance Office also receives a copy of the refund form. If the student is required to repay Federal Pell Grant, Academic Competitiveness Grant or Federal SEOG funds, the Finance office will bill the student the amount to be repaid by the student.

Repayments received by the Finance Office will be distributed back into the proper Federal Title IV accounts. The priorities for restoring funds are in the following order: 1) Federal Pell Grant; 2) Federal Academic Competitiveness Grant; and 3) the SEOG Program. Failure by the student to fully repay the Federal Title IV funds will result in placing the student’s financial aid records on hold and the student will no longer be eligible for Federal Title IV funds at CCCC or any other College. All repayment arrangements must be made with the Finance Office.

### Student Billing

Students are billed each semester they attend classes at CCCC.

### Procedure

Statements are sent out to each student having a balance on their account after the billing process is completed each semester.

### Financial Aid

All Financial Aid awarded to students is processed through the billing system. Any balance owed CCCC will be deducted from the award and the remainder will be disbursed to the student.

### Payments

1. Bills are to be paid in full by the end of each semester.

2. CCCC reserves the right to prohibit future registration in the event a bill is not paid in full by the end of a semester attended.

3. If there is a balance remaining due on a student bill after financial aid is awarded or a student is not eligible for financial aid, the student will set up a payment plan with the Business Office. The plan must be set up in a way to ensure the bill is paid in full by the end of the semester.
4. Students may apply for a tuition work waiver with the Financial Aid Officer if they are ineligible for Title IV financial aid or any other type of aid.

5. Eligibility for a tuition work waiver award is determined by the CCCC Financial Aid Office, which considers all pertinent student financial data plus certain academic factors to analyze the need of each individual student. The Financial Aid Director will award work waivers after reviewing each individual case.

6. All financial aid disbursements will run through student billing and will be applied to any outstanding balances. CCCC will apply a maximum of $200 per term from the students current Federal Pell grant award toward a previous award year bill.

**Access to Records**

Files containing information regarding individual students are not open to the general public under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The release of such information shall only be made in conformance with CCCC policy on access of records that may be obtained at the Financial Aid Office.

**Family Educational Rights and Privacy Act (FERPA)**

Under the terms of FERPA, CCCC has established the following as directory information that may be released to those requesting it unless the student specifically requests otherwise on the form provided or by submitting written notification to the Registrar:

1. Student Name
2. Local Address/Phone
3. Permanent Address/Phone
4. E-mail Address
5. Campus Login
6. Date and Place of Birth
7. Hometown
8. Degrees & Awards Received and Dates
9. Dates of Attendance (Current and Past)
10. Full or Part-time Enrollment Status
11. Participation in Officially Recognized Activities
12. Participation in Officially Recognized Sports
13. Weight/Height of Member of Athletic Teams
14. Most Recently Attended Education Institute
15. Major Field of Study
16. Academic Level
17. Residency Status
18. Photographs

With the exception of security reports, all other information may not be released without written consent of the student. Grades, social security numbers, ethnic background and student schedules may not be released to anyone other than the student — and never over the phone.

Please note: Students are given the opportunity to restrict directory information each year. If the student restricts the release of directory information, a notation of “N” is placed on the directory information screen in colleague (SIS) and no information can be released on that student without further written permission of the student. Appropriate faculty/staff response: “There is no information available on that person.”

Any questions concerning FERPA may be referred to the Registrar.
Degrees and Certificates

Silver Certificate

In March 1994, the State Board of Higher Education adopted a General Education Transfer Agreement (G.E.R.T.A.). This agreement was created to help students when they transfer between institutions comprising the North Dakota University System (NDUS). CCCC is formally recognized by the NDUS as a Silver Certificate institution. By knowing what general education classes and credits will transfer prior to actually transferring, students can better plan and make use of their time and resources, both at the student’s original campus and at the campus to which the student transfers.

The categories are English (ND:ENGL), Speech (ND:COMM), Fine Arts Activities (ND:FA), Humanities (ND:HUM), History (ND:HIST), Social Science (ND:SS), Laboratory Science (ND:LABSC), Mathematics (ND:MATH), Computer Science (ND:COMPSC), and Science and Technology (ND:SCI).

Associate of Arts/Associate of Science

The Associate of Arts (AA) and Associate of Science (AS) degree consist primarily of diverse, introductory-level courses in academic and professional areas and require a minimum of 60 semester credit hours. This degree prepares students for transfer to baccalaureate programs and/or for seeking employment.

Associate of Applied Science

The Associate of Applied (AAS) degree combines vocational-technical course work with academic course work. In the vocational-technical specialty field, the degree prepares students for employment. The academic area provides a broader education than would be available in a certificate program, but less than in the Associate of Arts or Associate of Science program. The AAS requires a minimum of 60 semester credit hours.

Certificate

A certificate of completion is awarded for successful completion of vocational-technical programs. Certificate programs provide vocational skills training, and can be completed in one year or less. The number of required credits varies by program. A student may complete a prescribed course of study and apply for certification through the Registrar’s Office.

Programs of Study

<table>
<thead>
<tr>
<th>Associate of Arts</th>
<th>Associate of Science</th>
</tr>
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<tbody>
<tr>
<td>Business Administration</td>
<td>Natural Resource Management</td>
</tr>
<tr>
<td>Indigenous Studies</td>
<td>Health, Physical Education &amp; Recreation (HPER)</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Pre-Engineering</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Pre-Nursing</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Associate of Applied Science</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Carpentry</td>
</tr>
<tr>
<td>Office Technology</td>
<td></td>
</tr>
<tr>
<td>Professional Driving - CDL</td>
<td></td>
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<tr>
<td>Preschool</td>
<td></td>
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<tr>
<td>Infants and Toddlers</td>
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<td>Dakota Language</td>
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Essential Studies Outcomes

1. Critical Thinking
2. Communication
3. Technological Literacy
4. Personal Attributes

Degree Requirements

Associate of Arts

An Associate of Arts degree is obtained by meeting the following requirements:
1. Attain a minimum cumulative grade point average of 2.00.
2. Successfully complete a minimum of 60 semester credits.
   a. Successfully complete 39 semester credits of general education from the following disciplines:
      i. Communications (9 credits); must include ENGL 110, ENGL 120 and COMM 110.
      ii. Mathematics/Science/Technology (9 credits).
      iii. Social Science or History (6 credits);
      iv. Arts or Humanities or History (6 credits)
      v. Institutional Specific (6 credits); must take DS 110 & ENGL 161.
      vi. Health/Physical Education (3 credits); must include HPER 217 and a credit physical education activity.
      vii. Student Success course.
   b. Successfully complete a minimum of 19 semester credits of electives.
Associate of Science

An Associate of Science degree is obtained by meeting the following requirements:
1. Attain a minimum cumulative grade point average of 2.00.
2. Successfully complete a minimum of 63-77 semester credits.
   a. Successfully complete 41-42 semester credits of general education from the following disciplines:
      i. Communications (9 credits); must include ENGL 110, ENGL 120 and COMM 110.
      ii. Mathematics/Science/Technology (10 credits).
      iii. Social Science (9 credits)
   b. Successfully complete 22-36 semester credits of major emphasis coursework.
   c. Successfully complete a minimum of 6-9 semester credits of student success courses.

Associate of Applied Science

An Associate of Applied Science degree is obtained by meeting the following requirements:
1. Attain a minimum cumulative grade point average of 2.00.
2. Successfully complete a minimum of 60-94 semester credits.
   a. Successfully complete 32 semester credits of general education from the following disciplines:
      i. Communications (9 credits); must include ENGL 110 and COMM 110.
      ii. Mathematics/Science/Technology (10 credits).
      iii. Social Science (9 credits)
   b. Successfully complete 32 semester credits of major emphasis coursework.
   c. Successfully complete a minimum of 6-9 semester credits of student success courses.

Student Credit Load

An average student load is fifteen (15) credit hours per semester. A minimum of 12 hours is required to be considered a full-time student. A student must obtain permission from the Academic Dean to enroll in more than eighteen (18) credit hours.

Dual Credit

The North Dakota Legislature enacted Senate Bill 2033 to allow high school juniors and seniors in North Dakota to enroll in post-secondary academic and vocational courses from regionally and nationally accredited colleges across the country and obtain both high school and college credit. The program provides students with a greater variety of class offerings and the opportunity to pursue more challenging course work. The credit earned in college by high school students does not become official until the student provides the college with a high school transcript verifying graduation.

Joint standards have been developed for dual credit courses (college courses that students take during their high school years that become dually eligible for high school credit). These standards were created with some basic concepts in mind. Dual credit courses are college courses. Dual credit courses must maintain the academic rigor and achieve the expected outcomes of the college classes. Colleges/universities and high schools are expected to abide by the following standards.

- Students must complete an application for enrollment at CCCC and be on file at CCCC.
- Students must maintain a 3.0 grade point average.
- Students will only be allowed to enroll in two (6 semester credits) courses per semester.
- Students must have written permission from the school superintendent or principal.
- Instructors teaching credit-bearing college-level courses for dual credit must meet the same academic credential requirements as faculty teaching on campus. Instructor credentials must be on file with CCCC’s Human Resource Department.
- Students must meet the same academic criteria as those enrolled in credit-bearing college courses.
- College credit courses will be offered within the term of one semester.
- Learning outcomes for dual credit courses offered in the high school will be assessed and are expected to match those for the course taught on campus.
- Institutions shall provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses.
- Dual credit courses shall be reviewed annually by appropriate campus personnel to ensure consistency with campus courses.
- Dual credit courses taught at the high school must use college approved syllabi, textbooks, and materials.

CCCC offers instruction for fall, spring, and summer semesters. The college calendar for an academic year is posted on the CCCC website, under Student Resources.

Academic Advisement

CCCC is committed to providing each student with advisement services that begins as soon as he or she is accepted and continues through to the time of job placement or transfer to another institution.

Each degree-seeking student is assigned an academic mentor and an academic advisor at the beginning of their first semester and generally remains the same as the student’s progress through his or her program.

Accuplacer test scores will be used by the academic advisors in a personal interview session to help prepare a plan of study consistent with each student’s individual needs, interests and abilities.
• The student is responsible for books, fees, and any additional credits. A college course must be at least 2 semester hours to be considered for dual credit unless the course is an affiliated science lab.

The maximum number of credits waived for any student enrolled in early entrance and/or dual credit courses is 12 semester hours.

Any student taking classes for credit above the maximum number of waived credits will be charged accordingly:

1. If the high school is supplying the instructor the fee is $75.00 per credit hour.
2. If CCCC is providing instruction the fee is $125 per credit hour.

### Early Entrance High School and GED Students

The purpose of the High School and GED Student Policy is to provide an opportunity for students who are still enrolled in high school or enrolled in a GED program to earn college credit. Students must be classified as a junior or senior in high school or be a GED student having completed 3 of the 4 tests. High school students must have a minimum high school GPA of 3.0. Students under the age of 18 must have a parent/guardian consent form signed prior to enrolling in courses at CCCC. Credit earned does not become official until the student provides CCCC with a transcript verifying high school or GED completion. Students can enroll for a maximum of 6 credit hours per semester. This includes any dual credit courses. A student wishing to enroll for more than 6 credits will need approval from the Academic Dean. CCCC will waive the tuition cost for up to 6 credits per semester upon successful completion of the course with a “C” or better. This includes dual credit courses. The student will be responsible for the cost of books, fees, and any additional credits. Students must meet CCCC Satisfactory Academic Progress in order to enroll the following semester.

Students are required to follow the regular admissions procedure below:

1. Fill out Admission Form.
2. Complete ACCUPlacer.
3. Students under the age of 18 must have a parent/guardian consent form signed prior to enrolling in courses at CCCC.
4. High school students must sign a transcript release form.
5. GED students must provide a copy of GED upon completion.
6. Official Verification of tribal enrollment if applicable.
7. Students must meet CCCC satisfactory academic progress as outlined in the Standards of Academic Progress on p. 13 of this document.

The maximum number of credits waived for any student enrolled in early entrance or dual credit courses is 12 semester hours.

### Adding and Dropping Classes

After registration, students should consult with their academic advisor before adding or dropping classes. Students should be aware that changes to their registration during the semester could affect financial aid eligibility in future semesters. Students desiring to make changes to their registration should do so as early in the semester as possible, because tuition and fee adjustments are determined by the date on which the change occurs. The last day to add or drop a class is posted on the Academic Calendar. Classes officially dropped prior to the close of business on the last day to add a full-semester course will be removed from the student’s transcript. Classes dropped after the Drop Date will receive a “W” which indicates a withdrawal. Refunds due are determined by a schedule outlined in the “Financial Aid” Section.

### Academic Withdrawal Policy

**Student Attendance** – If a student does not attend classes or meet Satisfactory Academic Progress (SAP) within the first two weeks of the fall/spring semester or the first week of the summer session, the student will be dropped by instructor. **Academic Withdrawal (AW)** – After the 2 week drop date (for attendance only) faculty may academically withdraw (AW) students up until the end of the fifth week of the semester due to non-satisfactory academic progress within a course.

**Withdrawal (W)** – Student must initiate withdrawal process on or before last day to withdraw from class(es). This may avoid financial loss and prevent a student from receiving grades of “F”. The form can be found at the Registrar’s Office and must have his/her advisor and instructor signatures. Students do not withdraw simply by leaving college.

### Grievances and Appeals

The student is responsible to initiate and advance a grievance. Students having an informal complaint or formal grievance of alleged improper, unfair, arbitrary, or discriminatory treatment should first discuss the grievance with the college employee or student who was involved in the disputed action.

The following steps are to be used for student grievances in the event the issue cannot be resolved:

1. The first step for initiating a grievance is the responsibility of the student. A student with a complaint shall first contact the instructor or staff member in an effort to resolve the issue.
2. If the student is still not satisfied, he/she may request to meet with the Academic Dean. The request will be in the form of a written grievance that is dated, details the incident, and provides sound reasoning for the grievance.
3. The request serves as documentation for the grievance and will be the topic for the meeting between the student and the Academic Dean.
4. The instructor or staff member will be asked to share their version of the incident in writing, and a determination will be made by the Academic Dean that will be shared in writing with both parties.

5. If this process does not achieve resolution of the grievance, the student may request a formal review of the grievance by the Academic Standards Committee. The Academic Standards Committee will be comprised of randomly selected individuals from the following groups:
   a. a student government representative;
   b. a faculty member; and
   c. an administrative representative of the College.

6. The Academic Standards Committee will consider the grievance as formally presented by the student, and will consult with all parties involved in the grievance through a meeting facilitated by the Academic Dean.

7. The committee will render a decision regarding the grievance within 14 school days upon receipt of the student's initial formal written grievance. The student will be notified of the Committee's decision. The committee's decision is the final step in the grievance process and their decision is final.

### Scholastic Dishonesty

Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and/or collusion. The instructor will handle cases of scholastic dishonesty and have the authority to decide how the incident of dishonesty will affect the student's grade in the course.

A. Cheating on a test includes, but is not restricted to:
   1. Copying from another student's test.
   2. Possessing or using material during a test not authorized by the person giving the test.
   3. Collaborating with or seeking aid from another student during a test without permission from the instructor.
   4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test.
   5. Substituting for another student or permitting another student to substitute for oneself to take a test.
   6. Bribing another person to obtain an un-administered test or information about an un-administered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's work.

C. Collusion means the unauthorized collaboration with another person in preparing any academic work offered for credit.

### Grade Forgiveness

Grade forgiveness is designed for the student who has an extremely poor start academically. Grade forgiveness allows all grades to be forgiven in a semester that adversely affect the student's grade point average (GPA).

1. Currently enrolled students who have interrupted their education for four or more years may petition to the Academic Dean to exclude previously taken CCCC courses and grades from GPA calculations.
2. Students must maintain Satisfactory Academic Progress for two semesters to apply for Grade Forgiveness.
3. All courses and grades will remain on the transcript, but will not be used in calculating the cumulative GPA.
4. Grade Forgiveness does not clear an individual's record of previously attempted credits and grade point average for the Title IV funding (Pell) eligibility.
5. Grade Forgiveness can be granted for more than one semester, but only once throughout the student's CCCC academic career.
6. Courses no longer offered by CCCC will be forgiven by request as the opportunity to retake the course is not available to the student.

### Classification Of Students

**Freshman:** is a student who has accumulated less than thirty (30) semester credit hours.

**Sophomore:** is a student with thirty (30) or more semester credit hours.

**Full-time Student:** is one who is enrolled in twelve (12) or more semester hours of credit.

**Part-time Student:** is one who is enrolled in less than twelve (12) semester hours of credit.

**Three-quarter-time Student:** is one who is enrolled in 9-11 semester hours of credit.

**Half-time Student:** is one who is enrolled in less than 6-8 semester hours of credit.

**Less than half-time Student:** is one who is enrolled in less than six (6) semester hours of credit.

**Note:** Students receiving financial aid or Veteran Administration benefits must be enrolled in at least twelve (12) hours to be classified as full time. Registration and completion of fewer hours will result in an appropriate part-time classification.

### Credits

The college awards credits as semester hours. A semester hour represents contact hours, which may be accumulated over varying periods of time. Most academic classes are scheduled for a semester and one hour of credit is earned for every 15 hours of contact time. Laboratory sessions may be required in addition to the classroom work for some courses.

Several academic classes and most of the vocational-technical credits are earned by demonstrated competency within a standard time frame. These credits, while referred to as semester hours, may actually be earned in a shorter time period because contact hours are expanded.

### Credit By Examination

The Challenge Program at CCCC is designed to free students from taking courses where content has already
been mastered. Students enrolled at CCCC in good standing may request to challenge any courses listed in the college catalog. The Academic Dean and the course instructor will determine whether a challenge is appropriate and the type of examination to be given. Credit is granted for courses successfully challenged at the “C” level or better.

The procedure for challenging a course is:
1. Obtain an Application for Credit by Examination form from the Registrar’s Office.
2. Complete the form and present it to the Instructor.
3. If approval is obtained, present it to the Academic Dean.
4. Present the form to the Business Office and pay any fees required.
5. Return the completed form to the Registrar and obtain the “Credit by Examination Grade” form.
6. Present this form to the Instructor and arrange to take the examination.
7. The Instructor forwards the grade to the Registrar’s Office. Credit is given if a grade of “C" or better is reported.

Grading

The following marks or symbols will appear on students’ grade reports and transcripts as an indication to the quality of work:
- A  Excellent  4 honor points per credit hour
- B  Above Average  3 honor points per credit hour
- C  Average  2 honor points per credit hour
- D  Passing  1 honor point per credit hour
- F  Unsatisfactory  0 honor points per credit hour
- W  Withdrawal  not included in grade point average
- I  Incomplete  not included in grade point average
- S  Satisfactory  not included in grade point average
- U  Unsatisfactory  not included in grade point average
- AU  Audit  not included in grade point average
- AW  Administrative Withdrawal  not included in grade point average
- R  Retake  only last grade is counted

Grade Point Average

The grade point average (GPA) is computed by dividing the total number of honor points earned by the total number of semester hours. Credits with a grade of W, I, S, U, or AU are not included in computing the GPA.

Academic Honors

Cankdeska Cikana Community College acknowledges the importance of dedication, determination, and discipline in academic endeavors. It awards deserving students who have distinguished themselves by their high scholastic achievement. In order for a student to be eligible, students must have been enrolled full time, have no incomplete grades, and completed all attempted credits.

PRESIDENT’S LIST– Any student achieving a 3.70 to 4.0 GPA for the semester will be placed on the President’s List.

DEAN’S LIST– Any student achieving a 3.25 to 3.69 GPA for the semester will be placed on the Dean’s List.

Incomplete Credits

“I” (Incomplete) is granted when students are unable to complete course requirements for reasons beyond their control and when arrangements have been made with the instructor before the end of the term. An incomplete is given only if the student has completed 80 percent of the course work and cannot complete the remaining course work because of unavoidable circumstances. The instructor will submit a statement of the reasons for the incomplete and the requirements for removing it, to be placed in the student’s file in the Office of Admissions and Records. The work of the course must be completed and grade reported to this office before the end of the sixth week of the next semester following the semester of session in which the Incomplete was incurred. Unless a grade has been reported or an extension to time granted by the instructor within the specific period, a grade of “F” will result.

Independent Study Policy

Independent Study is an opportunity for students to earn academic credit for learning outside the formal class structure under the individual direction of a faculty member. Independent Study is provided to fill an academic need of importance to the student that cannot be filled by the regular curriculum.

Policies/Eligibility

1. Independent study will be granted only when a student is scheduled to graduate that academic year.
2. CCCC allows a maximum of 6 hours of independent study degree credit towards completion of a program of study. A maximum of 3 hours may be taken in any one semester.
3. A written request in the form of an e-mail from the instructor to the Academic Dean will include: 1) student’s name; 2) course number and course name; and 3) proposed time for when the instructor will meet a minimum of one hour with the student per week.
4. For an undergraduate student to be eligible for independent study, a student should have completed a significant portion of his/her undergraduate studies with a very good GPA, and must have some relevant background knowledge and/or experience.
5. Independent Study credit will be granted upon satisfactory completion of the project requirements as defined by the instructor and the syllabus for the course.
Repeating a Course

Students may repeat a course to improve their grade. The record of both the original and the repeated course will be retained on the student's record, but only the grade points earned and the credits gained in the retaking will be used in computing the grade point average.

Requirements for Graduation

CCCC awards a certificate, Associate of Applied Science, Associate of Science, and Associate of Arts degrees. All candidates for graduation must:

1. Complete a prescribed course of study
2. Complete a prescribed course of study with a cumulative grade point of 2.0
3. Earn at least fifteen semester hours of credit at CCCC
4. File an Application for Graduation form by deadline (See Academic Calendar)
5. Pay graduation fee by deadline, which is non-refundable
6. Clear all college obligations (i.e., library and course materials returned, trip reports filed, financial aid, business office, equipment, etc.)
7. Complete post-assessment process (exit evaluation interview, post-Accuplacer test)

Graduation Academic Honors

Students who complete all degree requirements for a certificate or associate Program of Study may graduate with the following honors:

- Yuonihan yatanpi (with highest honor): White Honor Stole - Cumulative GPA requirements of 3.70 & higher (President’s List)
- Yuonihan (with honor): Gold Honor Stole - Cumulative GPA requirements of 3.25 - 3.69 (Dean’s List)

Graduation Requirements for the Non-Continuous Student

Students who are readmitted to CCCC after an absence of two or more semesters must fulfill the graduation requirements stated in the current catalog in effect at the time they return to CCCC.

North Dakota University System and Tribal College & University Transfer Agreement

The North Dakota University System (NDUS) and Tribal College & University (TCU) Transfer Agreement was developed to assist students who transfer within the NDUS. If you have completed your general education course work at CCCC and transfer to another institution, your general education requirements will have been met. If you have not completed your generals before transferring, most courses will be acceptable as generals at another institutions; however, the courses may be redistributed in general areas.

Transfer of Credits

Students in an academic transfer track should plan their pathway in light of the curriculum requirements at the baccalaureate degree granting institution. Students changing their educational track should expect that some credits previously completed might not apply in the new educational program.

The Higher Learning Commission accredits CCCC, therefore CCCC credits are transferable to colleges and universities throughout the United States as well as other Tribal Colleges and Universities. Students, with counseling from their faculty advisor, should consult college catalogs in order to select from the various departments, elective courses which will best satisfy the requirements for the specific institution to which they intend to transfer. A grade of “D” may disqualify credit in a given subject upon transfer.
Student Handbook

A student handbook is provided to each student at the beginning of fall semester. Inside the handbook is a monthly/daily planner to keep track of assignments and special dates and the student policies that govern the student body.

Career Services

Career services are available to all students at CCCC. Career surveys are given to help students realize a career path that is line with their interests and talents.

Students and staff have the opportunity to take the Clifton StrengthsFinder, developed by Don Clifton and Gallup. This assessment identifies an individual’s top five Talent Themes, the natural talents they possess. Career services at CCCC, with the help of Student Success faculty, administers the assessment. Coaching is available to further the individual’s awareness and appreciation of their natural abilities. Strengthening of natural talents is accomplished through awareness, acceptance, and achievement. For further information call 766-1315.

Valerie Merrick Memorial Library

The Valerie Merrick Library – located near the north end of the main building – serves as a reference and research center for students, faculty, and residents of surrounding communities. In addition to the book collection, there are magazines, journals, and state and local newspaper subscriptions. The library also subscribes to the EBSCO periodical and newspaper database and the Ethnic Newswatch database. There is a substantial collection of paperback books. Interlibrary loan provides access to a vast array of materials. Of special note is the library’s collection of materials covering Native American topics, and a recent partnership with the National Library of Medicine/National Institutes of Health, helps to increase health related acquisitions. Children’s materials, as well as videos are also available. Students should contact the library staff for information on additional services. For further information call (701) 766-1353.

Bookstore

Required textbooks are available for purchase through the CCCC bookstore. Charging is allowed in the bookstore only with prior notification from the Business Office or third-party pay or agency funding, e.g., JTPA, BIA, etc. Book buyback occurs late in fall and spring semesters. For further information call 766-1124.

Technology

Cankdeska Cikana Community College offers wireless service throughout the campus. Students have access to three computer labs, as well as computers available in the student lounge. Community and general public access is provided at workstations in the Valerie Merrick Memorial Library.

All full- and part-time students are provided with network access that includes a web-based e-mail account and server storage space.

Student Senate

Student Senate is the officially elected representative of the Student Body of the Cankdeska Cikana Community College (CCCC). The Student Senate promotes student participation in College events and the coordination of student activities. The organization provides for student involvement in the College decision-making process and for communication between College administration and students.

Elections are held in September at the beginning of each school year. The Senate is comprised of the Student Body President, Vice-President, Secretary, Treasurer, 2-Delegates, and a Student Representative, who are elected by the entire student body.

Candidates must first be nominated, an election is held on campus, and student votes are cast by secret ballot. Student Senate elections are presided over by the Student Senate Advisor.

AIHEC (American Indian Higher Education Consortium)

Students are offered opportunities each year to compete with students from other tribally controlled colleges in areas of math, science, office simulations, computers, speech, athletics, cultural activities, and art. Students have the opportunity to participate in activities of the AIHEC Student Congress, as well as to serve as officers of the Student Congress. www.aihec.org

Continuing Education

CCCC Continuing Education strives to provide rewarding and enriching nontraditional educational opportunities for residents of Ft. Totten and the surrounding area. Credit and non-credit classes and workshops are offered for professional and workforce development, personal growth, or personal enrichment.

Continuing Education Units (CEUs) do not count as college credit, do not transfer, and do not satisfy graduation or financial aid requirements. The participant gains from the knowledge acquired as well as from permanent documentation of his/her continuing education activities being available to employers both current and prospective. For further information call the Registrar’s Office at 766-1342.
North Dakota Interactive Video Network (I.V.N.)

Some Cankdeska Cikana Community College courses are offered through the Interactive Video Network (IVN). This mode of instruction uses video to transmit live audio and video between North Dakota Tribal Colleges and North Dakota Universities in Room 106. Through funds from the PEEC grant, CCCC has a second fully functional IVN room in the pre-engineering lab, Room 113. These rooms can be used to transmit courses among North Dakota's tribal colleges and public institutions. The North Dakota IVN is dedicated to enhancing educational opportunities in North Dakota through distance education. College credit classes have first priority for scheduling; however, other organizations and individuals are encouraged to use the system for meetings, conferences, and workshops as the schedule permits.

Campus Visits

Prospective students or any other interested persons are invited to visit CCCC campus at any time. Campus tours may be scheduled through the Admissions Office and appointments with instructors can be arranged if desired. For further information call the Registrar’s Office at (701) 766-1342.

Insurance/Medical Services

CCCC does not provide an insurance program or medical services. Students are advised to carry their own individual health and accident insurance. Although medical services are not available on campus, CCCC promotes educational and informational programs on health and wellness related topics. Students are encouraged to participate in these programs.

Campus Security

CCCC complies with the Student-Right-to-Know and Campus Security Act of 1990 as amended and the Higher Education Amendments of 1992. Campus crime statistics are published annually in the Student Right-to-Know report and is emailed to students every fall semester. In addition, the report is available online at www.littlehoop.edu/disclosures.html.

Coordination With Law Enforcement

Cankdeska Cikana Community College will report information concerning possession, public intoxication, distribution, or use of any illegal drugs or drug paraphernalia to law enforcement officials and will turn over to the custody of law enforcement officials any such substance found on or off campus. Cankdeska Cikana Community College will cooperate fully in prosecution of any violation of the Tribal, State, and Federal laws.

Drug And Alcohol Policy

Cankdeska Cikana Community College has a valid interest in the health and safety of the students served by the college. It must be clearly understood that CCCC has a total “no tolerance” policy for any substance abuse. To that end, it is the policy of Cankdeska Cikana Community College to identify and remove the adverse effects of alcohol or drugs and enhance the health and safety of students:

1. Cankdeska Cikana Community College maintains a drug-free and alcohol-free campus. As a part of this policy, any of the following actions constitute a violation of the Policy and may subject a student to disciplinary action, including suspension. This policy covers the actions of all students during all CCCC-sponsored activities on or off campus.
   a. Using, selling, purchasing, transferring, possessing, manufacturing, or storing an illegal drug or controlled substance or drug paraphernalia, or attempting or assisting another to do so, on CCCC premises or property or sponsored activity.
   b. Being on Cankdeska Cikana Community College property or a CCCC activity while in an intoxicated condition or under the influence or under the indulgence of an illegal drug or controlled substance. Being in possession of alcohol on CCCC premises, CCCC activity, or property is prohibited.

2. Cankdeska Cikana Community College will implement necessary measures to maintain a drug-and alcohol-free campus.

Drug Testing

Any student who is employed by the college is subject to the random drug testing policy set forth in the CCCC employee policies and procedures.

Tobacco Free Campus Policy

“Commercial Tobacco” is defined to include any product that contains tobacco, is manufactured from tobacco, or contains nicotine. This excludes any FDA approved nicotine replacement therapy. Smoking means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, in any manner or in any form. Smoking also includes the use of an e-cigarette which creates a vapor; in any manner of any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking.
Student Code of Conduct

CCCC assumes that students are responsible citizens who have made a choice to attend college. Emphasis is placed on student code of conduct rather than on student limits or restrictions. CCCC has policies reflecting the values to which the college is committed and which are designed to help ensure safety and integrity on the campus.

Students are expected to obey tribal, state and federal laws, to show respect for properly constituted authority, to meet contractual obligations, to maintain academic integrity in scholastic work and to observe standards of conduct appropriate for an institution of higher learning.

Students are expected to be responsible for their actions, whether acting individually or in groups. Failure to meet acceptable standards of conduct may result in disciplinary action, suspension or expulsion. The College will ensure due process and define routes of appeal.

These policies apply to the conduct of all students, student organizations, teams and clubs. They also apply when off campus in connection with internships, academic activities and any activity sponsored or authorized by CCCC. Students will also be held accountable for behavior that occurs off campus when an offense threatens the safety or security of any individual or institution.

Scholastic Dishonesty

Academic integrity is intellectual honesty, responsibility, and ethical behavior in scholastic conduct from use of information to actions in a classroom. The following are examples of academic dishonesty:

1. Cheating is receiving or sending, or attempting to receive or send information, answers, data, etc. not otherwise permitted by the instructor.
   1.1. Receiving, sharing, or transmitting information before or during an exam to someone who will be or is taking the exam.
   1.2. Looking at another student’s test during an exam or allowing another student to look at your exam.
   1.3. Copying from another student’s test or homework assignment with or without the other student’s permission.
   1.4. Working with another student on a test or an assignment without authorization.
   1.5. Using unauthorized material (texts, calculators, smart phones, paper, websites, notes on computers) to obtain answers or information for a test.
   1.6. Using passwords or electronic signatures of other individuals for any reasons, including to take a test for another person.
   1.7. Sharing answers for an assignment.

2. Plagiarism is using someone else’s work in part or whole and passing it off as the student’s own whether intentionally or not intentionally.
   2.1. Using exact words or phrases without citing the source.
   2.2. Buying a paper from an online source or a person.
   2.3. Using a paper someone else has done either for you specifically or for another class.
   2.4. Without documenting the source, modifying the information or combining the information from more than one source to make it appear original.

2.5. Collusion is the unauthorized collaboration with another person in preparing any academic work offered for credit.

2.6. Fabrication is falsifying data, research, sources, statistics, as well as information or verification.

2.1. Citing a statistic from a source without being sure if the numbers are correct.

2.2. Combining sources but claiming only one of the sources.

2.3. Forging of signatures on any form requiring another person’s verification.

2.4. Misrepresenting situations such as:

2.5. claiming a member was present on a group project when he or she was absent or left early.

2.6. claiming you handed in work, implying the teacher lost it or the Moodle didn’t accept it.

2.7. claiming a family event, illness, emergency or funeral when, in fact, there is none.

Consequences

Instructors have the authority to determine how an incident of scholastic dishonesty will affect a student’s grade. Situations may differ in severity and consequences as determined by individual instructors.

If a student has an academic grievance, the grievance must be submitted following CCCC’s Student Complaint/Grievance & Appeals policies.

Other Offenses

Notwithstanding actions taken by civil authorities, CCCC administrators may initiate disciplinary proceedings regarding student conduct, not limited to:

**Minor Misconduct:** Disciplinary action may be taken against a student who:

1. Violates tribal ordinances or state or federal laws.
2. Possesses or uses fireworks on College property.
3. Has conduct that interferes with the operations of the College.
4. Takes or causes minor damages, to the property of another.
5. Engages in disorderly behavior, harassment, bullying or any other type of activity that adversely affects another. This could include disruptive activity, including verbal abuse of others or the use of profane or vulgar language. This could occur using electronic formats, including, but not limited to, telephone, texting, email, computer, or online social media harassment.
6. Violates the CCCC Alcohol and Other Drugs regarding the possession or consumption of alcohol and/or marijuana.
7. Misuses a student identification card.
8. Falsifies any document including transcripts, receipts, identification, etc. or withholds or falsifies information on an application form or to any college official.
9. Possesses and/or uses unauthorized keys or otherwise trespasses on College property, including vehicles, rooms or apartments.
10. Tampers with fire alarms, fire extinguishers, automatic...
external defibrillators (AED), security cameras or other safety related devices.

11. Conspires, facilitates or otherwise assists another who engages in any action that constitutes minor misconduct.

12. Tobacco use, including vaping in any buildings or on campus within 25 feet of main entrances, exits, and operable windows.

13. Engages in any form of academic dishonesty.

14. Engages in disruptive activity such as disorderly conduct which is defined by North Dakota Century Code 12.1-31-01.
   a. An individual is guilty of a class B misdemeanor if, with intent to harass, annoy or alarm another person or in reckless disregard of the fact that another person is harassed, annoyed or alarmed by the individual's behavior, the individual:
      i. Makes unreasonable noise.
      ii. In a public place, uses abusive or obscene language, or makes an obscene gesture.
      iii. Obstructs vehicular or pedestrian traffic, or the use of a public facility.
      iv. Persistently follows a person in or about a public place or places.

**Major Misconduct** is any behavior or violation that may result in suspension, or expulsion. Disciplinary action may be taken against a student who:

1. Commits two (2) or more minor misconduct violations.
2. Violates the Sexual Misconduct/Title IX Compliance Policy
3. Violates the Sexual Harassment Policy.
4. Assaults or engages in intimidating behavior: Uses physical force, inflicts bodily injury or threatens another.
5. Intentionally or recklessly terrorizes or places another in fear of injury or death or causes the evacuation of a campus building or otherwise causes serious disruption or public inconvenience.
6. Threatening to commit any crime of violence or act dangerous to human life or falsely informing another that such a dangerous situation or crime of violence is imminent knowing that to be false. This could include initiating a bomb threat or activating a fire alarm when no such emergency exists.
7. Is in possession of or uses a dangerous weapon or is in possession of a concealed weapon unless possession or use is expressly authorized by law.
8. Dangerous weapons may include knives, guns, explosives, or any other item that can be used to inflict fear or injury to include BB guns, pellet guns, airsoft guns or any toy replica.
9. Intentionally or recklessly causes significant damage to the property of another.
10. Violates the CCCC Alcohol and Other Drugs policy regarding the unlawful delivery of alcohol or marijuana, or the possession, use, or delivery of other drugs.
11. Commits any crime that would constitute a felony under the ND Century Code (i.e. robbery, burglary, criminal trespass, arson, or the possession of stolen property).
12. Engages in any conduct considered hazing which creates a risk of injury to another, or involves forced physical activity which subjects any person to mental stress by the deprivation of sleep, isolation, whipping, beating, paddling, branding, forced calisthenics, or the overexposure to weather.
13. Any initiation or hazing that includes a required consumption of food, liquor, beverages, drugs or other substances or includes unlawful restraint, public nudity or sexual contact would also constitute major misconduct.
14. Conspires, facilitates or otherwise assists another who engages in any action that constitutes major misconduct.
15. Engages in disruptive activity such as disorderly conduct which is defined by North Dakota Century Code 12.1-31-01.
   a. An individual is guilty of a class B misdemeanor if, with intent to harass, annoy or alarm another person or in reckless disregard of the fact that another person is harassed, annoyed or alarmed by the individual’s behavior, the individual:
      i. Engages in fighting, or in violent, tumultuous, or threatening behavior:
      ii. Creates a hazardous physically offensive, or seriously alarming condition by any act that serves no legitimate purpose.
16. This section does not apply to constitutionally protected activity. If an individual claims to have been engaged in a constitutionally protected activity, the court shall determine the validity of the claim as a matter of law and, if found valid, shall exclude evidence of the activity.

**Disciplinary Sanctions**

1. WARNING is a discussion of misconduct which becomes a matter of at least temporary record.
2. PROBATION indicates that continued enrollment is conditional upon good behavior during a specific period. It is a matter of office record and may include specific restriction of activity.
3. SUSPENSION is a temporary withdrawal of the privilege of enrolling in the College for a specific period. Suspension may be deferred to allow completion of an academic term; after which it is automatically invoked unless a provision for review was made at the time of the original decision. During a period of deferment, the suspension will be enacted immediately by administrative staff decision if additional misconduct occurs.
4. EXPULSION is the withdrawal of enrollment privileges with no promise of reinstatement at any time and no opportunity for review for at least one year. Suspension and expulsion are the only actions reflected in the official transcript. In each case, the words “may not register” appear without explanation. Reinstatement after suspension follows an interview with the Academic Dean, who will inform the Registrar that the student may enroll again.
Student Rights

1. A student against whom an allegation charging violation of the College disciplinary rules and regulations has been alleged shall have the following rights:
   a. To be given written notice of the charges in sufficient time to ensure an adequate opportunity to prepare for the hearing.
   b. To present information on their own behalf, including written and oral statements and physical exhibits when appropriate.
   c. To hear all information presented and to question all who present it.
   d. To be advised by an advisor for consultation during questioning.
   e. To receive a timely written decision.
   f. To appeal decisions involving the imposition of specified restrictions, probation, suspension, or expulsion.

Student Academic Complaint/Grievance & Appeal Policy

The following procedure provides the steps for a student to file a grievance concerning a faculty member’s academic decisions. An example of an academic complaint is a final grade appeal.

1. In an attempt to resolve the concern, the first step for a student wishing to file a grievance about a matter pertaining to an academic decision made by a faculty member may discuss the matter first with the faculty member whose action has caused him/her to consider filing the complaint in an effort to resolve the situation informally. This meeting must take place within (14) College days of the date of the action.

2. If not resolved through informal discussion and over a period not to exceed (7) college days, the student may request to meet with the Dean of Student Services. If the student decides to continue with a formal academic complaint, it must be in the form of a written grievance that is dated, details of the incident, and provides sound reasoning for the Student Academic Grievance Form and so submitted to the Dean of Student Services.

3. Within the next (7) College days upon receiving the Academic Grievance Form, the Director of Student Affairs schedules a meeting with the student to attempt to resolve the complaint.

4. The instructor will be asked to share their version of the incident in writing, and a determination will be made by the Dean of Student Services that will be provided to the student either personally or by first-class mail within (7) College days of the meeting.

5. If this process does not achieve resolution of the complaint, the student may request a formal review of the grievance by the Academic Standards Committee.

6. The Academic Standards Committee will be comprised of randomly selected individuals from the following groups:
   a. a student government representative;
   b. a faculty member; and
   c. a representative of the student services.

7. The Academic Standards Committee will consider the grievance as formally presented by the student, and will consult with all parties involved in the grievance through a meeting facilitated by the Academic Dean.

8. The committee will render a decision regarding the grievance within (14) College days upon receipt of the student’s initial formal written grievance. The student will be notified of the committee’s decision either personally and/or by first-class mail within (7) College days of the meeting.

   The committee’s decision is the final step in the appeal process and their decision is final.

Student “Non-Academic” Complaint/Grievance & Appeal Policy

The following procedure provides the steps for a student to file a complaint/grievance about the conduct of a faculty member, other CCCC employee, student, or auxiliary service personnel about a matter unrelated to academic decisions. Example of a non-academic complaint/grievance is student to student arguing, fighting, or threatening contact.

1. In an attempt to resolve the concern, the first step for a student wishing to file a grievance about a matter pertaining to a non-academic complaint, may discuss the matter first with the individual(s) whose action has caused him/her to consider filing the complaint in an effort to resolve the situation informally. This meeting must take place within (14) College days of the date of the action.

2. If not resolved through informal discussion and over a period not to exceed (7) College days, the student may request to meet with the Dean of Student Services. If the student decides to continue with a formal non-academic complaint, it must be in the form of a written grievance that is dated, details the incident, and provides sound reasoning for the Student Non-Academic Grievance form and so submitted to the Dean of Student Services.

3. Within (7) College days upon receiving the Non-Academic Complaint/Grievance & Appeal form, the Dean of Student Services schedules a meeting with the student to attempt to resolve the complaint.

4. The respondent in the non-academic complaint will be asked to share their version of the incident in writing, and a determination will be made by the Dean of Student Services that will be provided to the student either personally and/or by first-class mail within (7) College days of the meeting.

5. If this process does not achieve resolution of the complaint, the student may request a formal review of the grievance by the Academic Dean.

6. The Academic Dean will render a decision regarding the grievance within (14) College days upon receipt of the student’s initial formal written grievance. The student will be notified of the committee’s decision either personally and/or by first-class mail within (7) College days of the meeting.

7. If the student is not satisfied with the Academic Deans written response, s/he has (5) College days to request the decision of the Academic Dean be given to the President. The Academic Dean will confer with the
President and will have (7) College days to decide whether to accept the recommendations or to render a different decision, and to notify the student.

8. The CCCC President will notify the student in writing by first-class mail within the time frame.

9. The decision of the President is final and there are no further means of appeal to be made. In cases where the appeal involves the CCCC President, the appeal will be heard by the Board of Regents.

Harassment or Discrimination Policy

Cankdeska Cikana Community College (CCCC) is committed to providing a work environment free of any form of harassment or discrimination (lawful or unlawful). CCCC does not discriminate in educational programs, activities, or employment practices, based on race, color, national origin, gender, sexual orientation, disability, age, religion, ancestry, or any other legally protected classification. Announcement of this policy is in accordance with Federal Law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

CCCC will not tolerate verbal or physical conduct by an employee which harasses, disrupts, or interferes with another’s work performance.

Prohibited harassment or discrimination includes any verbal, physical, or visual conduct based on sex, race, age, national origin, disability, or any other legal protected basis if:

a. Explicitly or implicitly making submission to the conduct, a term or condition of an individual’s employment;

b. Using submission or rejection of such conduct as a basis for decisions concerning that individual’s employment; or

c. The conduct substantially interferes with the individual’s work performance or creates an intimidating, hostile, or offensive work environment.

Prohibited harassment includes unwelcome sexual advances, sexual flirtations, request for sexual favors and lewd, degrading, vulgar or obscene remarks, offensive comments and jokes, posters or cartoons, and any unwelcome touching, pinching, or other physical contact. Other forms of unlawful harassment or discrimination may include racial epithets, slurs, and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status, or other legally protected categories.

CCCC is opposed to harassing conduct in the workplace or elsewhere, whether committed by supervisory or non-supervisory personnel or students. Personal, sexual, or intimate relationships among a staff member (including a faculty member) and a student, where the staff member or faculty member is in a position of authority over the student, such as, but not limited to the relationship among an instructor and a student, administration official and a student, or security guard and a student are strictly prohibited. This conduct is considered ‘fraternization’ and is strictly prohibited even if consensual, unless the parties involved are married or involved in an intimate relationship prior to the staff or faculty member assuming a position of authority over the student.

See 704 for Sexual and Gender-Based Misconduct Policy and 705 for Sexual and Gender-Based Misconduct Procedures in compliance with Title IX of the Education Amendments of 1972; relevant sections of the Violence Against Women Reauthorization Act; and Title VII of the Civil Rights Act of 1964; and the regulations put forth by the Office for Civil Rights.

Harassment or Discrimination Procedure

The following steps are to be used in the event a student or employee wishes to file a discrimination or harassment complaint related to an individual’s race, ethnicity, age, religion, or any other legally protected characteristic except sexual and gender-based misconduct.

To file a complaint related to sexual and gender-based misconduct see 704 Sexual and Gender-Based Misconduct Policy and 705 Sexual and Gender-Based Procedures for the steps and practice.

Employees and students of the Cankdeska Cikana Community College are required to utilize the internal process prior to utilizing external sources for remediation. Failure to comply could result in disciplinary action.

Any employee or student who believes that the actions or words of any employee, faculty, student or fellow employee constitute unwelcome discrimination or harassment must complete the Discrimination Complaint Form and submit to the appropriate CCCC official listed immediately. The employee must first notify his/her supervisor in writing prior to submitting the form to the appropriate CCCC official. Forms are available at the Human Resource Office, Student Services, and/or the Title IX/Section 504/ADA Coordinator.

If the alleged harasser is: ......................

Notify:

a) Student or student group
   Academic Dean
   Academic Dean
   Dean/Program Oversight
   President
b) Faculty member
   President
c) Dean/Program Oversight
   President
d) Staff member
   Human Resource Director
   President
e) Human Resource Director
   President
f) Other (e.g. vendor or guests)
   Human Resource Director
g) President
   Board of Regents

Upon receipt of an allegation of discrimination or harassment, a Compliance Committee of three members will be appointed by the President will begin a thorough investigation of the allegation within 5 working days. The investigation will include conducting of interviews and/or the obtaining of statements and supporting documents from both parties to ensure a clear understanding of the event has been achieved. The investigation must be completed within 10 business days from the date the investigation begins. Contact the HR Office for the Employee Harassment Complaint Investigation/Determination Checklist form.
Sexual and Gender-Based Misconduct Policy

Statement:
The Cankdeska Cikana Community College (henceforth called CCCC or the College) is committed to the safety, respectful, and non-discriminatory learning and working environment for all members of the College community. The College adopts this policy with a commitment to eliminating sexual and gender-based misconduct, preventing its recurrence and addressing its effects. This policy sets forth the College’s strategy and response to incidents of sexual and gender-based misconduct in compliance with federal, state, and tribal laws.

Purpose:
This policy is designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the College’s programs or activities; relevant sections of the Violence Against Women Reauthorization Act; and Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment. It does not preclude application or enforcement of other College policies.

Offenses prohibited under this policy include, but are not limited to: sex discrimination (including sexual orientation discrimination and gender identity or gender expression discrimination), sexual harassment, sexual violence to include non-consensual sexual contact, non-consensual sexual intercourse, sexual coercion, domestic/dating violence, stalking, and sexual exploitation.

Scope:
This policy applies to sexual or gender-based misconduct that is committed by students, faculty, staff, or third parties, when the discrimination and harassment occurs in the school’s education program or activity, against a person in the United States. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the discrimination or harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. Title IX applies to all of a school’s education programs or activities, whether such programs or activities occur on-campus or off-campus, including online instruction.

A complaint or concern to OCR/EEOC may be sent to:
Office for Civil Rights
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Hotline: (800)-421-3481
Email: OCR@ed.gov

Equal Employment Opportunity Commission
131 M Street, NE
Washington, D.C. 20507
Hotline: (800)-669-4000
Email: info@eeoc.gov

What constitutes harassment?
It should be noted that ordinary teasing, offhand comments, or isolated non-serious incidents are not prohibited under federal law. Harassing behavior must be sufficiently frequent or severe to 1) create a hostile work environment, or 2) result in hiring, firing, promotion, demotion, or an undesirable work reassignment. A decision causing a significant change in benefits or compensation also might be interpreted as harassment.

Retaliation Prohibited

CCCC prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of harassment will not reflect negatively on the employee who initiates the complaint nor will it affect the employees job assignment, status, rights, privileges, or benefits.

Questions or inquiries can be made to:
CCCC Title IX Coordinator/Section 504/ADA Coordinator
Phone: 701-766-1309

CCCC Human Resources, Director
Phone: 701-766-1309

CCCC Academic Dean
701-766-1138

A complaint or concern regarding discrimination or harassment may also be sent to the Office for Civil Rights (OCR) or the Equal Employment Opportunity Commission (EEOC).

Grievance:
If the employee or student disagrees or is not satisfied with the decision or results of the Compliance Committee, the employee or student must submit their grievance in writing to the Board of Regents and providing a copy to the President within five business days from the date he/she is notified of the finding(s). A copy will be made for the other parties involved. The Board of Regents will hear the grievance and obtain statements from all parties involved. The Board will vote on the decision/action to remedy the grievance within five business days of the hearing.

Enforcement:
Upon completion of its investigation the Compliance Committee will submit a written report with recommendations to the College President. Any employee, who is found, after appropriate investigation, to have engaged in harassment of another employee or student, will be subject to appropriate disciplinary action and may be subject to immediate termination or expulsion.

The Compliance Committee will submit a written report of the findings to the College President and notify the complainant and alleged harasser within five working days after completion of the report.

The College is committed to the safety, respectful, and non-discriminatory learning and working environment for all members of the College community. The College adopts this policy with a commitment to eliminating sexual and gender-based misconduct, preventing its recurrence and addressing its effects. This policy sets forth the College’s strategy and response to incidents of sexual and gender-based misconduct in compliance with federal, state, and tribal laws.

Statement:
The Cankdeska Cikana Community College (henceforth called CCCC or the College) is committed to the safety, respectful, and non-discriminatory learning and working environment for all members of the College community. The College adopts this policy with a commitment to eliminating sexual and gender-based misconduct, preventing its recurrence and addressing its effects. This policy sets forth the College’s strategy and response to incidents of sexual and gender-based misconduct in compliance with federal, state, and tribal laws.

Purpose:
This policy is designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the College’s programs or activities; relevant sections of the Violence Against Women Reauthorization Act; and Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment. It does not preclude application or enforcement of other College policies.

Offenses prohibited under this policy include, but are not limited to: sex discrimination (including sexual orientation discrimination and gender identity or gender expression discrimination), sexual harassment, sexual violence to include non-consensual sexual contact, non-consensual sexual intercourse, sexual coercion, domestic/dating violence, stalking, and sexual exploitation.

Scope:
This policy applies to sexual or gender-based misconduct that is committed by students, faculty, staff, or third parties, when the discrimination and harassment occurs in the school’s education program or activity, against a person in the United States. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the discrimination or harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution. Title IX applies to all of a school’s education programs or activities, whether such programs or activities occur on-campus or off-campus, including online instruction.
Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Individuals are responsible for immediately reporting any knowledge or information concerning sexual harassment to the CCCC Title IX Coordinator identified in this policy which covers unwelcome conduct of a sexual or gender-based nature, whether committed on-campus, or off-campus where CCCC has control over the respondent or the context of the harassment.

Contacts at Cankdeska Cikana Community College:
- Title IX Coordinator
  701-766-1309
titleix@littlehoop.edu
- Title IX Deputy Coordinator
  701-766-1333
- Title IX Deputy Coordinator
  701-766-1319

Title IX Staff and Duties:
The President of the Cankdeska Cikana Community College shall designate CCCC officials responsible for the coordination of Title IX. The designation of a CCCC official responsible for prescribed actions shall automatically include the official’s designee in instances where an official is unable, unavailable or has concluded that the official may have a conflict of interest that causes the official to recuse from involvement in the matter. The official’s designee shall have the same authority as the official in matters involving this policy.

- **Title IX Coordinator:** The Title IX Coordinator is charged with monitoring the College’s compliance with Title IX, ensuring appropriate education and training; coordinating the College’s investigation, response, and resolution of all reports under this policy; and ensuring appropriate actions to eliminate sexual and gender-based misconduct, prevent its recurrence, and remedy its effects. The Title IX Coordinator is available to meet with any student, employee, or third party to discuss this policy or the accompanying procedures.

- **Deputy Title IX Coordinators:** CCCC has also designated Deputy Title IX Coordinators who may assist the Title IX Coordinator in the discharge of these responsibilities. The Title IX Coordinator and Deputy Title IX Coordinators receive appropriate training to discharge their responsibilities.

- **Title IX Investigator:** The Title IX Investigator may include but is not limited to a CCCC security officer or staff member. The primary responsibility of the investigator is to collect statements and any evidence directly related to any allegations of a Title IX policy violation as directed by the Title IX Coordinator. The Investigator cannot be a Title IX Coordinator or Deputy Title IX Coordinator. The Investigator will receive appropriate Title IX and trauma informed training.

- **Title IX Hearing Officer:** The Title IX Hearing Officer may include a CCCC administrator or external legal counsel. The primary responsibility of the Hearing Officer will be to ensure both parties receive due process in the event allegations of a Title IX policy violation are directed to a hearing by the Title IX Coordinator. The Hearing Officer will receive appropriate Title IX and trauma informed training.

- **Title IX Hearing Member:** The Title IX Hearing Member(s) may include CCCC faculty or staff members. The primary responsibility of the hearing member is to listen to both sides of the complaint. Each hearing member will evaluate the information being provided by both parties to make a decision whether or not a Title IX policy violation took place. Hearing members will receive appropriate Title IX training.

**Definitions:**
CCC defines sex discrimination and sexual harassment broadly to include any of three types of misconduct on the basis of sex (or gender), all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of quid pro quo harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

- **Advisor:** A person who has agreed to assist a complainant or respondent during the Title IX process. The advisor may be a person of the student’s choosing, including but not limited to a CCCC faculty or staff member, a friend or an attorney.

- **Complainant:** an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

- **Consent:** is the act of willingly agreeing to engage in sexual contact or conduct. Individuals who consent to sex must be able to understand what they are doing. Under this policy, “No” always means “No,” and the absence of “No” may not mean “Yes”.

- **Coercion:** is unreasonable pressure for sexual activity. Consent cannot be procured by use of physical force, compelling threats, intimidating behavior, or coercion. Coercion is unreasonable pressure for sexual activity.

- **Incapacity:** should have known to be, mentally or based on the circumstances, reasonably should have known to be, mentally or physically incapacitated, is a policy violation.
Incapacitation is a state where someone cannot make rational, reasonable decisions because he or she lacks capacity to give knowing consent. Use of alcohol, medications, or other drugs will not excuse behavior that violates this policy.

+ Note: indications of consent are irrelevant if the initiator knows or should reasonably have known of the incapacity of the other person.
+ Examples: of when a person should know the other is incapacitated include, but are not limited to:
  + The amount of alcohol, medication or drugs consumed,
  + Imbalance or stumbling,
  + Slurred speech,
  + Lack of consciousness or inability to control bodily functions or movements, or vomiting, or
  + Mental disability or incapacity.

- Dating Violence: is violence between individuals in the following circumstances:
  - The party is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - The existence of such a relationship shall be determined based on a consideration of the following factors:
    - Length of the relationship
    - Type of relationship
    - Frequency of interaction between the persons involved in the relationship
- Domestic Violence: under CCCC policy means violence committed by a current or former spouse of the victim;
- A person with whom the victim shares a child in common;
- A person who is cohabitating with or has cohabitated with the victim as a spouse;
- A person similarly situated to a spouse of the victim under Oklahoma domestic or family violence laws;
- Any other person against an adult or youth victim who is protected from that person's acts under Oklahoma domestic or family violence laws.
- Formal Complaint: a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and stating the date, time, place, name(s) of person(s) involved (e.g. the accused, witnesses) and sufficient detail to make a determination regarding basic elements of the formal complaint process.
- Gender-Based Harassment: is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the College's education or work programs or activities.
- Hostile Environment: can be created by persistent or pervasive conduct or by a single severe episode. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment.
- Non-Consensual Sexual Contact: is any intentional touching, however slight, whether clothed or unclothed, of the victim's intimate body parts (primarily genital area, groin, inner thigh, buttock or breast) with any object or body part, without consent and/or by force. It also includes the touching of any part of a victim's body using the perpetrator's genitalia and/or forcing the victim to touch the intimate areas of the perpetrator or any contact in a sexual manner even if not involving contact of or by breasts, buttocks, groin, genitals, mouth or other orifice. This definition includes sexual battery and sexual misconduct.
- Non-Consensual Sexual Intercourse: is defined as any sexual intercourse or penetration of the anal, oral, vaginal, genital opening of the victim, including sexual intercourse or penetration by any part of a person's body or by the use of an object, however slight, by one person to another without consent or against the victim's will. This definition includes rape and sexual assault, sexual misconduct, and sexual violence.
- Quid Pro Quo Sexual Harassment: exists when individuals in positions of authority over the complainant:
  - Make unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and
  - Indicate, explicitly or implicitly, that failure to submit to or the rejection of such conduct will result in adverse educational or employment action or where participation in an educational program or institutional activity or benefit is conditioned upon the complainant's submission to such activity.
- Examples: of Quid Pro Quo Sexual Harassment include, but are not limited to:
  - An instructor insists that a student have sex with him/her in exchange for a good grade. This is harassment regardless of whether the student agrees to the request.
  - The instructor probes for explicit details, and demands that students respond to him or her, though they are clearly uncomfortable and hesitant.
- Rape: is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This definition includes any gender of victim or perpetrator. Sexual penetration means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person. This definition also includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.
- Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sexual harassment.
- Sex Discrimination: includes sexual harassment and is defined as conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects their employment or education, or institutional benefits, on account of sex or gender (including sexual
orientation, gender identity, and gender expression discrimination). It may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

- Sexual Coercion: is the act of using pressure (including physical pressure, verbal pressure or emotional pressure), alcohol, medications, drugs, or force to have sexual contact against someone’s will or with someone who has already refused. This includes rape, sexual assault, sexual exploitation and sexual misconduct.

- Sexual Harassment: is unwelcome and discriminatory speech or conduct undertaken because of an individual’s gender or is sexual in nature and is so severe, pervasive, or persistent, objectively and subjectively offensive that it has the systematic effect of unreasonably interfering with or depriving someone of educational, institutional, or employment access, benefits, activities, or opportunities. Whether conduct is harassing is based upon examining a totality of circumstances, including but not limited to:
  o The frequency of the conduct;
  o The nature and severity of the conduct;
  o Whether the conduct was physically threatening;
  o Whether the conduct was deliberate, repeated humiliation based upon sex;
  o The effect of the conduct on the alleged victim’s mental or emotional state from the perspective of a reasonable person;
  o Whether the conduct was directed at more than one person;
  o Whether the conduct arose in the context of other discriminatory conduct;
  o Continued or repeated verbal abuse of a sexual nature, such as gratuitous suggestive comments and sexually explicit jokes; and
  o Whether the speech or conduct deserves constitutional protections.

+ Examples: of Sexual Harassment include, but are not limited to:
+ A student repeatedly sends sexually oriented jokes around in an email list he or she created, even when asked to stop, causing one recipient to avoid the sender on campus.
+ An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to his clear discomfort.

- Sexual Violence: refers to physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g., due to the student’s age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties.

- Supportive Measures: are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment.

## Resources, Assistance, and Supportive Measures:

CCCC is committed to ensuring complainants and respondents receive assistance. For direct services provided by the College, please contact the Dean of Student Services.

Below is a non-exhaustive list of contacts that may be available to support or assist.

### Local

- **Spirit Lake Victim Assistance Program:**
  - 1-701-766-1816
- **On Call Crisis Numbers:**
  - 701-381-2930
  - 701-351-2724
  - 701-381-2856
  - 701-381-2488

- **Spirit Lake Recovery and Wellness:**
  - 1-701-766-4285

- **Spirit Lake Youth Healing and Wellness:**
  - 1-701-766-4236

- **Spirit Lake Mental Health:**
  - 1-701-766-1613

- **Lake Region 24-hour CRISIS Line:**
  - 701-662-5050

- **Lake Region Human Service Center:**
  - 701-665-2200

- **Alcoholics Anonymous:**
  - 701-665-1041

### State

- **North Dakota Crisis Help Line:**
  - 1-800-472-2911
- **The Village Family Service Center:**
  - 1-866-838-6776
- **Altru Hospital:**
  - 1-701-780-5000

### National

- **Native Youth Crisis Hotline:**
  - 1-877-209-1266
- **National Domestic Violence Hotline:**
  - 1-800-799-7233 (SAFE)
- **Rape, Abuse & Incest National Network Hotline:**
  - 1-800-656-4673 (HOPE)
- **Communication Services for the Deaf (TTY):**
  - 1-866-845-7445 (Voice)
  - 1-800-273-8255 (TALK)
  - 1-877-731-2511

### Local Law Enforcement

Local law enforcement that covers the CCCC campus is the Bureau of Indian Affairs:

- **Bureau of Indian Affairs**
  - 816 3rd Ave., North
  - Fort Totten, North Dakota 58335
  - Phone: (701)-766-4545

## Sexual or Gender-Based Misconduct Procedure

**Statement:**

The Cankdeska Cikana Community College (henceforth called CCCC or the College) is committed to the safety, respectful, and non-discriminatory learning and working
environment for all members of the College community. The College adopts these procedures with a commitment to eliminating sexual and gender-based misconduct, preventing its recurrence and addressing its effects. These procedures are the College’s practices and responses to incidents of sexual and gender-based misconduct in compliance with federal and state laws.

Reporting Options:

1. Mandatory Reporting
   All CCCC employees are responsible for taking all appropriate action to prevent sex discrimination or sexual harassment, to correct it when it occurs, and must promptly report it to the Title IX Coordinator. Failure to do so may result in disciplinary action up to and including termination. All CCCC employees are considered responsible employees with a duty to report any incident to the Title IX Coordinator.

2. Confidential Reporting
   Any person who wishes to report an incident and remain anonymous can do so by phone, mail, or email to the Title IX Coordinator. All forms of sexual harassment should be reported, no matter the severity. In addition, CCCC should be made aware of possible threats to the campus community in order to issue timely warnings.

3. Reporting to the Police
   CCCC strongly encourages anyone to report sexual violence and any other criminal offenses to the police. This does not commit a person to prosecution, but will allow the gathering of information and evidence. The information and evidence preserve future options regarding criminal prosecution, College disciplinary actions and/or civil actions against the respondent.

   - If the incident happened on campus, it can be reported to the CCCC Security. If the incident happened anywhere else, it can be reported to the local law enforcement with jurisdiction in the location where it occurred. Know that the information you report can be helpful in supporting other reports and/or preventing further incidents. Fort Totten Bureau of Indian Affairs Department: 701.766.4545 (for non-emergencies)
   - Reporting for Faculty and Staff (Non-Student) Instances:
     Faculty and staff shall report any instances of sexual harassment by another faculty or staff member to the Title IX Coordinator. As stated above, CCCC also strongly encourages reporting any instances to the police.
   - Employee Obligation to Report (Student Instances):
     In compliance with Title IX, employees who become aware of a student instance of sexual harassment shall immediately report such instance to the Title IX Coordinator, including the name of the persons involved.
   - 4. Reporting of Student Instances
     Students shall report any instances of sex discrimination or sexual harassment to any CCCC employee and/or the Title IX Coordinator. A complaint should be filed as soon as possible. If either the complainant or the respondent is a student, the incident will be addressed through the Title IX process. The report can be made in person, by phone, mail, or email using the contact information listed for the Title IX Coordinator or by any other means that results in the Coordinator receiving the report. The report can be made any time, even during non-business hours.

   After receiving a report or notice of an incident, the Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. A complainant’s wishes with respect to whether the CCCC investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed.

   CCCC will promptly take necessary steps to protect the complainant and ensure safety as necessary, including taking interim steps before the final outcome of any investigation once a report or knowledge of sex discrimination or sexual harassment has occurred. Periodic updates on the status of the investigation will be provided to the complainant. If the school determines that the sexual violence occurred, CCCC will continue to take these steps to protect the complainant and ensure his or her safety, as necessary. CCCC will provide the complainant with any available resources, such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, legal assistance, and assistance in reporting a crime to local law enforcement.

Written Notice of Complaint:

Upon receipt of a formal complaint, CCCC will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. Written notice includes:

1. Notice of the grievance process, including any informal resolution process;
2. Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be sexual harassment, and the date and location of the conduct, if known) to allow the respondent to prepare a response;
3. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
4. Notice of the parties’ right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and
5. Notice that knowingly making false statements or providing false information in the grievance process is a violation of the code of conduct and subject to disciplinary action.

 CCC may consolidate formal complaints where the allegations arise out of the same facts.

Investigating and Resolving Complaints:

During the complaint process and when investigating, CCCC must:

1. Ensure that the burden of proof and of gathering evidence rests on CCCC rather than on the parties.
2. Provide equal opportunity for the parties to present witnesses and evidence.
3. Not restrict either party’s ability to discuss the allegations or gather and present evidence.
4. Provide the parties with the same opportunities to have others present during interviews or related proceedings, including an advisor.

5. Provide, to a party who is invited or expected to attend, written notice of the date, time, participants, purpose, and location of any investigatory interview, hearing or other meeting with enough time to allow the party to prepare and participate.

6. Provide both parties and their advisors an equal opportunity to review all evidence directly related to the allegations in the formal complaint (both exculpatory and incriminatory) at least 10 days prior to the completion of the final investigation.

7. Prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to both parties and their advisors for review and written response at least 10 days before a hearing or determination of responsibility.

Investigations:
The Title IX Coordinator will make a determination to begin a formal investigation of sex discrimination or a sexual harassment incident which will lead to an institutional action. The coordinator will be available to explain to both parties the process and to notify in writing of the receipt of a complaint and the actions CCC will take. The burden of gathering evidence and burden of proof must remain on CCC, not on the parties.

An investigation will be conducted by the CCC Title IX Investigator: This investigation will include:
- Meeting personally with the complainant, (unless extraordinary circumstances prevent a personal meeting),
- Meeting personally with the respondent, (unless extraordinary circumstances prevent a personal meeting),
- Presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made,
- Collecting any physical evidence,
- Meeting personally with any witnesses, (unless extraordinary circumstances prevent a personal meeting with one or more witnesses), and
- Reviewing any documentary evidence.

The investigation of complaints will be adequate, reliable and impartial. The investigation process can take up to 60 days. CCC will determine if a Title IX hearing is necessary.

If it is determined that CCC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date.

CCC cannot access or use a party’s medical, psychological, and similar treatment records unless CCC obtains the party’s voluntary, written consent to do so.

Mandatory or Discretionary Dismissal:
- Mandatory Dismissal: must occur when determined in the course of the investigation that allegation in a formal complaint: (1) did not occur in CCC’s program or activity; (2) did not constitute sexual harassment as defined; or (3) did not occur against a person within the United States. Both parties must receive written notice of a mandatory dismissal and reasons.
- Discretionary Dismissal: may occur at any time during the investigation or hearing when: (1) a complainant notifies the Title IX Coordinator in writing that they would like to withdraw; or (2) the respondent is no longer enrolled or employed by CCC; or (3) specific circumstances prevent CCC from gathering evidence sufficient to reach a determination. Both parties must receive written notice of a discretionary dismissal and reasons.

Institutional Action
1. Informal Resolution
Mediation is a method of informal resolution. Informal resolutions are prohibited unless a formal complaint of sexual harassment is filed. Mediation may include conflict resolution or a restorative agreement between the parties with a trained Title IX Hearing Officer presiding over the mediation. Participation in mediation is not mandatory, but will only take place with the consent of both parties involved. Mediation may only be used:
A. Prior to a notice of hearing being issued;
B. When a trained Title IX Hearing Officer determines this is a suitable option for resolving the concern, and both the Complainant and Respondent agree to use the process;
C. When the complaint does not involve sexual violence as defined in the Title IX Policy.
D. When both parties acknowledge receipt of written notice of their rights under this policy and both parties provide written, voluntary consent.
E. Mediation is not available when the complaint alleges a CCC employee harassed a student.

Because the outcomes of voluntary resolution conversations are mutually developed and agreed upon by parties involved, an appeal of the process and its result is not permitted. However, either the Complainant or the Respondent may terminate mediation at any time prior to the entry of a voluntary resolution and proceed with the Title IX hearing. If the parties are unable to agree on a voluntary resolution, the matter will be referred by the Title IX Coordinator to a Title IX Hearing. No offers to resolve the conflict that were made or discussed during the informal voluntary resolution process may be introduced during the Title IX Hearing.

2. Title IX Hearing
The Title IX Coordinator will determine if a hearing is necessary; mediation is never appropriate in sexual violence cases. If it is determined that CCC will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing date, the alleged policy violation and issued a notice to appear at the hearing. The written notice will be hand delivered directly to the student(s) or mailed to the local address as filed in the Registrar’s Office. Students are responsible for providing and maintaining a current local address in the Registrar’s Office.

The hearing members shall include at least one trauma trained individual in sex discrimination or sexual harassment adjudication to include a trained Title IX Officer as the hearing officer and three members of faculty and staff as hearing members. The selection of the hearing members will be made by the Title IX Coordinator. Criteria for the hearing committee will include: 1) have received all appropriate training, 2) not a current instructor of either party involved, 3) have no previous substantive or direct knowledge of the incident, and 4) have no other perceived conflict of interest as determined by interview process with the Title IX Coordinator.
Description of the duties of the Title IX Hearing Members will include but not limited to the following:

- Read and understand the Title IX Policy and Procedures, which include the hearing process.
- Read and understand all of the information of the Title IX case provided by the Coordinator prior to the hearing as part of a hearing packet.
- Read and understand the procedures of the Title IX hearing provided by the Coordinator prior to the hearing as part of a hearing packet.
- Have a clear understanding of the incident in question before going into deliberations for a decision.
- Decide the outcome (majority vote) and sanctions if needed based on the information presented, hearing notes, and the CCC Title IX Policy.
- Provide copies of notes, if made, to the hearing officer. The hearing officer will inform the parties of the decision at the hearing and send a letter as described in this policy.

Complainant's Rights:

- Be given a written explanation of the allegations and the hearing process;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case, or make statements during the proceedings. Students must provide CCC with the name and contact information for the student's advisor as soon as practical but at least three (3) days prior to the hearing;
- Be given a timely hearing;
- Exclude evidence of the victim's past sexual history from discussion during the hearing. The past sexual history of the victim with persons other than the respondent shall be presumed irrelevant;
- Clarifying that evidence of a prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual harassment;
- Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
- Written notification of any external counseling services that may be available;
- Written notification of options for changing academic, living, transportation, and work site situations, if reasonable;
- Written notification of an avenue for appeal.

Respondent's Rights:

- Be given written notice of the allegations and the hearing process;
- Have access to evidentiary material in advance of the hearing;
- Be present during the entire hearing;
- Have no violation presumed until found responsible;
- Be given a timely hearing;
- Be accompanied by an advisor during the hearing. The advisor is limited to advising the student and may not present the case, or make statements during the proceedings. Students must provide CCC with the name and contact information for the student’s advisor as soon as practical but at least three (3) days prior to the hearing;
- Written notification of the outcome of the hearing including any sanctions; remedies/accommodations for the complainant; additional remedies for the school community;
- Written notification of any external counseling services that may be available;
- Written notification of options for changing academic, living, transportation, and work site situations, if reasonable;
- Written notification of an avenue for appeal.

Outcomes:

- Restriction – A limitation on a student’s privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent CCC, or denial of participation in extracurricular activities.
- Service Project – Community service or an education class or project beneficial to the individual and campus or community.
- Probation Level I – A specified period of time during which the student is placed on formal notice that he/she is not in good social standing with CCC and that further violations of regulations will subject him/her to suspension or expulsion from the CCC.
• Suspension – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from CCCC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Dean of Student Affairs. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Any refund of tuition or fees will be subject to CCCC’s normal withdrawal policy.

• Expulsion – Termination of student status for an indefinite period. The conditions for readmission, if any, shall be stated in the hearing outcome letter. Notation on the transcript is not made; however, a permanent record of the action is maintained in the student’s record. Any refund of tuition or fees will be subject to CCCC’s normal withdrawal policy. Expulsion should be reserved and used only in cases involving the most severe instances of misconduct.

Sexual Harassment may include the following sanctions on the student(s) found responsible.

• Restriction – A limitation on a student’s privileges for a period of time and may include but not be limited to the denial of the use of facilities or access to parts of campus, denial of the right to represent CCCC.
• Service Project – Community service or an education class or project beneficial to the individual and campus or community.
• Behavioral Change Requirement – Required activities including but not limited to, seeking academic counseling, substance abuse assessment, decision making class, writing a reflection paper, etc.
• Probation Level II – Adds to Level I the stipulation that students are prohibited from participating in any extracurricular activities not directly associated with academics (e.g., intramural sports, attending athletic events, student organizations/clubs/associations, leadership positions within housing or other organizations). Students must apply to get off Conduct Probation Level II by submitting documentation of their significant proactive efforts to become good citizens of the community and engage in responsible, productive behavior.
• Suspension – If warranted by the severity of the incident, exclusion from enrollment in classes and other privileges or activities for a definite period of time not to exceed three years and until the conditions which are set forth in the hearing outcome letter are met. Students who are suspended from CCCC are not permitted on campus or in campus buildings, facilities or activities at any time for any reason during the period of suspension, unless otherwise directed by the Dean of Student Affairs. Conditions to conclude a suspension and reinstatement process will be stated in the written notification. Any refund of tuition or fees will be subject to CCCC’s normal withdrawal policy.

Appeals:
An appeal is not a new hearing, but is a review of the record of the original hearing. It serves as a procedural safeguard for the student. The burden of proof shifts from CCCC to the party appealing who was found responsible for the policy violation. The student must show one or more of the listed grounds for an appeal. All appeals will be decided by a board or committee of the President’s choosing and the President will provide the contact information of the appointed board/committee upon notice of an appeal.

1. Appeals must be submitted in writing to the board/committee, that the President appoints, within five (5) working/school days of receiving the decision. Failure to file an appeal within the prescribed time constitutes a waiver of any right to an appeal.

2. The appeal must cite at least one of the following criteria as the reason for appeal and include supporting argument(s):

A. The original hearing was not conducted in conformity with prescribed procedures and substantial prejudice to the complainant or the respondent resulted.

B. The evidence presented at the previous hearing was not "sufficient" to justify a decision against the student or group.

C. New evidence which could have substantially affected the outcome of the hearing has been discovered since the hearing. The evidence must not have been available at the time of the original hearing. Failure to present information that was available is not grounds for an appeal.

D. The sanction is not appropriate for the violation. This provision is intended to be utilized when a determined sanction is inherently inconsistent with CCCC procedures or precedent. Simple dissatisfaction with a sanction is not grounds for overturning a sanction under this provision.
3. The board/committee, appointed by the President, will review the record of the original hearing, including documentary evidence. It is the board/committee’s discretion to convert any sanction imposed to a lesser sanction, to rescind any previous sanction, or to return a recommended sanction to the original hearing committee for review/reconsideration. If there is new evidence (unavailable at the time of the hearing through no fault of the parties) which is believed to substantially affect the outcome, or evidence presented at the previous hearing(s) was “insufficient” to justify a decision against the student or group, or a finding that a substantial procedural error resulting in prejudice occurred, the matter may be remanded to either a rehearing of the entire matter or reconsideration of specific issues. If remanded to the original hearing committee, either or both students may appeal the committee’s decision to the board/committee, appointed by the President, and the procedures set out above shall control the appeal.

4. The final decision will be communicated in writing by the board/committee, appointed by the President, to the appealing student(s). The decision will be communicated within ten (10) working/school days of receiving the written recommendation. Both parties will be notified of the final outcome of the appeal.

5. The decision of the board/committee, appointed by the President, on appeal shall be final.

**Retaliation:**

Retaliation against an individual for raising an allegation of sexual or gender-based harassment, for cooperating in an investigation of such a complaint, or for opposing discriminatory practices is prohibited. Submitting a complaint that is not in good faith or providing false or misleading information in any investigation of complaints is also prohibited.

If an individual brings concerns about possible civil rights problems to a school’s attention, including publicly opposing sexual harassment or filing a sexual harassment complaint with the school or any State or Federal agency, it is unlawful for the school to retaliate against that individual for doing so. It is also unlawful to retaliate against an individual because he or she testified, or participated in any manner, in an OCR or College’s investigation or proceeding. Therefore, if a student, parent, teacher, sponsor coach, or other individual complains formally or informally about sexual harassment or participates in an OCR or College’s investigation or proceedings related to sexual harassment, the school is prohibited from retaliating (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual’s complaint or participation. Individuals who, apart from official associations with CCCC, engage in retaliatory activities will also be subject to CCCC’s policies insofar as they are applicable to third party actions.

CCCD will take steps to prevent retaliation against a student who filed a complaint either on his or her own behalf or on behalf of another student, or against those who provided information as witnesses. Complaints of retaliation will follow the same process of investigation, hearing, and appeal. If it is determined under the preponderance of evidentiary standard that a student is responsible for retaliation the following sanction will be imposed: suspension.

**Recordkeeping:**

CCCD will document all reports and complaints of sex discrimination and provide copies of those reports to the Title IX Coordinator. CCCD Title IX Coordinator will maintain a secured electronic file system of all Title IX cases, reports, and complaints by academic year. The cases will include all information related to the individual case, which includes but is not limited to the initial complaint, letters sent to all parties, response from the respondent, immediate assistance, investigation notes, mediation agreement if applicable, notice of a hearing, committee selection, hearing notes, hearing decision, written notice of the outcome, and any recordings made of the hearing or in the course of the investigation. The time period to maintain the case records will be no less than seven (7) years from the date of CCCD’s final action or decision (whether through report of the investigation, mediation, or hearing). The confidential reporting of the number of incidents and types will be sent to CCCD Security for the preparation of the Annual Crimes Report.

**Training:**

All CCCD employees except student employees and temporary non-academic employees, including the CCCD Board of Regents, are required to complete annual training regarding their responsibilities under Title IX. All individuals involved in implementing the College’s sexual and gender-based misconduct grievance procedures must have training or experience in handling sexual violence complaints in the operation of the College’s grievance procedures. Individuals who have not completed training as required by the Title IX Coordinator shall not investigate, adjudicate, or otherwise be involved in the handling and resolution of sexual or gender-based misconduct complaints. All training materials utilized will be posted online for public viewing.

**Free Speech and Academic Freedom:**

Nothing in this policy shall be construed to abridge academic freedom and inquiry, principles of free speech, or the College’s educational mission.

**Other Complaint Procedures:**

A complainant can seek criminal charges through local law enforcement. Local law enforcement that covers the CCCD campus is the Bureau of Indian Affairs:

- **Bureau of Indian Affairs**
  - 816 3rd Ave., North
  - Fort Totten, North Dakota 58335
  - Phone: (701)-766-4545

A complaint or concern regarding discrimination or harassment may also be sent to the Office for Civil Rights (OCR) or the Equal Employment Opportunity Commission (EEOC).

A complaint or concern to OCR/EEOC may be sent to:

- **Office for Civil Rights**
  - 400 Maryland Avenue, SW
  - Washington, D.C. 20202-1100
  - Hotline: (800)-421-3481
  - Email: OCR@ed.gov

- **Equal Employment Opportunity Commission**
  - 131 M Street, NE
  - Washington, D.C. 20507
  - Hotline: (800)-669-4000
  - Email: info@eeoc.gov

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ACADEMIC PROGRAMS
Business Administration
Associate of Arts

The demand for professionals with a business administration degree and an understanding of core business concepts is expected to increase. Individuals interested in managing a business, exploring an entrepreneurial vision, and/or completing the first two years towards a four-year degree are encouraged to apply for the Associate of Arts in Business Administration. A core liberal arts curriculum boosts critical thinking and builds effective communication skills that can provide the educational foundation for building a solid set of business skills. Opportunities are available on campus to pursue a bachelor’s degree in business-related disciplines through Mayville State University.

Program Outcomes:

- The student will demonstrate critical thinking in the area of business management.
- The student will demonstrate proficiency in business communication.
- The student will demonstrate competency in modern business operations.
- The student will demonstrate proficiency in the business environment.

Program Characteristics

The Associate of Arts in Business Administration degree is designed to expose students to a wide variety of disciplines, such as accounting, business law, statistics, and management. Anyone who wishes to gain a foundational business degree and understand basic accounting, macro and micro economics, and legal concepts will benefit. Students will learn the importance of decision making, planning, strategy, staffing, leading, and change in a global environment; gain skills that can be applied immediately in the workplace; or get an excellent start on earning a bachelor’s degree.

DEGREE: Business Administration

64 credits required

General Education Requirements (39 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL100</td>
<td>Student Success</td>
<td>FASP</td>
<td>1</td>
</tr>
<tr>
<td>ENGL110</td>
<td>College Composition I</td>
<td>FASPSU</td>
<td>3</td>
</tr>
<tr>
<td>ENGL120</td>
<td>*College Composition II</td>
<td>FASP</td>
<td>3</td>
</tr>
<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>FASP</td>
<td>3</td>
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<tr>
<td>ENGL161</td>
<td>Dakota Language I</td>
<td>FASP</td>
<td>4</td>
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<td>ND:FA or ND:HUM or ND:HIST</td>
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</tr>
<tr>
<td>ECON201</td>
<td>Principles of Microeconomics</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>ECON202</td>
<td>Principles of Macroeconomics</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>FASP</td>
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<td>MATH103</td>
<td>**College Algebra</td>
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<td>POLS115</td>
<td>American Government</td>
<td>FASP</td>
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<td>DS110</td>
<td>***Dakota Culture &amp; History</td>
<td>FASPSU</td>
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</table>

* Prerequisite of ENGL 110 (College Composition I).
** Prerequisite of ASC 093 (Intermediate Algebra) or Placement Test.
*** Alternate Summer Rotation

Core Classes (25 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ACCT200</td>
<td>Elements of Accounting I</td>
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<td>ACCT201</td>
<td>*Elements of Accounting II</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>ACCT218</td>
<td>Computer Applications in Business</td>
<td>FASP</td>
<td>3</td>
</tr>
<tr>
<td>BADM202</td>
<td>Principles of Management</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>BOTE197</td>
<td>Field Experience</td>
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<tr>
<td>MATH210</td>
<td>**Elementary Statistics</td>
<td>SP</td>
<td>3</td>
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<td></td>
<td>Program Electives</td>
<td></td>
<td>9</td>
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</table>

* Prerequisite of ACCT 200 (Elements of Accounting I).
** Prerequisite of ASC 093 (Intermediate Algebra), MATH 100 (Intro to QR) or Instructor Approval.

Program Electives

<table>
<thead>
<tr>
<th>Course</th>
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<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>ACCT207</td>
<td>Managerial Accounting</td>
<td>FA</td>
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<tr>
<td>ACCT212</td>
<td>Payroll Accounting</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>ACCT215</td>
<td>Business in the Legal Environment</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>ACCT231</td>
<td>Income Tax Procedures</td>
<td>FA</td>
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<td>BADM201</td>
<td>Principles of Marketing</td>
<td>SP</td>
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<td>BADM210</td>
<td>Advertising</td>
<td>SP</td>
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<td>BADM240</td>
<td>Sales</td>
<td>SP</td>
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<tr>
<td>BOTE214</td>
<td>Bus. Reports and Communications</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>BOTE275</td>
<td>Administrative Office Procedures</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>BUSN170</td>
<td>Entrepreneurship</td>
<td>SP</td>
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Updated 8/13/21
Indigenous Studies
Associate of Arts

The Indigenous Studies Program is dedicated to advancing awareness and understanding of the histories and contemporary experiences of the Dakota, Native Americans, and other Indigenous people. The program focuses on the Dakota and Indigenous peoples of the United States and Canada, but also draws on the experiences of Indigenous peoples from other parts of the world. This multidisciplinary field looks at the histories, cultures, arts, languages, literatures, philosophies, religions, economies, politics, and legal status of indigenous peoples. The program also focuses on the many differences that have separated tribal nations as sovereign bodies and on the many similarities that unite them in common interests and causes. It gives special attention to the sovereignty of tribal nations as this is expressed in all walks of life—from the preservation and revitalization of native languages to the protection and retention of native lands. Lastly, this program helps preserve the unique Dakota culture, language, and history of the Spirit Lake Dakota Nation.

Program Outcomes:

- Students will demonstrate proficiency of Indigenous cultures.
- The student will demonstrate competency in speaking Dakota language.
- Students will utilize various technology platforms to demonstrate proficiency of Indigenous people.
- Students will gain knowledge of their traditional placements within Indigenous nations.

Program Characteristics

The Associate of Arts degree in Indigenous Studies provides core courses that introduce students to Native culture, history, language, and values, while increasing understanding of the unique political status, rights, and responsibilities of tribal nations. The emphasis is on providing students with a broad and realistic understanding of issues that impact Native communities and people. The student will have completed an intensive study of the Dakota people and other Native Nations from historical and contemporary perspectives at successful completion of the program.

DEGREE: Dakota Studies
62 credits required

General Education Requirements (41 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>ENGL100</td>
<td>Student Success</td>
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<td>ENGL110</td>
<td>College Composition I</td>
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<tr>
<td>ENGL120</td>
<td>*College Composition II</td>
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<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
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<td>ND:FA or ND:HUM or ND:HIST</td>
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<td>ND:SS or ND:HIST</td>
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<tr>
<td>HIST261</td>
<td>American Indian History</td>
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<tr>
<td>CSCI101</td>
<td>Introduction to Computers</td>
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<td>ND:MATH</td>
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<td>ND: LABSC - Corresponding Lab</td>
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<tr>
<td>DS110</td>
<td>***Dakota Culture and History</td>
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<td>DSL250</td>
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<td>HPER217</td>
<td>****Personal &amp; Community Health</td>
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<td>HPER 101-104</td>
<td>Physical Education Activity</td>
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* Prerequisite of ENGL 110 (College Composition I).
** Prerequisite of ASC 093 (Intermediate Algebra) or Placement Test.
*** Alternate Summer Rotation
****Prerequisite of CSCI 101 (Introduction to Computers)

Core Classes (21 Credits Required)

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<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>DS121</td>
<td>Introduction to Native American and Indigenous Studies</td>
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</tr>
<tr>
<td>DS213</td>
<td>Tribal Governance</td>
<td>3</td>
</tr>
<tr>
<td>DSL251</td>
<td>Dakota Language II</td>
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</tr>
<tr>
<td>DS285</td>
<td>Federal Indian Law and Policy</td>
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Program Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>DS170</td>
<td>Native Americans and the Cinema</td>
<td>3</td>
</tr>
<tr>
<td>DS155</td>
<td>Survey of Native American Arts</td>
<td>3</td>
</tr>
<tr>
<td>DS214</td>
<td>Tribal Administration</td>
<td>3</td>
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<tr>
<td>DS265</td>
<td>Native American Literature</td>
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<td>DSL252</td>
<td>Dakota Language III</td>
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<td>DSL253</td>
<td>Dakota Language IV</td>
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<tr>
<td>DSL254</td>
<td>Dakota Language Teaching Methodologies</td>
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</table>

Program Characteristics

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Updated 8/13/21
Early Childhood Education
Associate of Arts

Early Childhood Education providers serve an important community and cultural role regarding the education and care of our children. Early Childhood is seen as the foundation for education within our contemporary society. Early Childhood Education students who successfully complete the program of study will have acquired the requisite skills for obtaining employment or advancement in the field of early childhood care and education. This program includes both an academic base and methods courses that provide a balanced program for those wishing to pursue a four year program or begin a career as an early childhood care provider. Opportunities are available on campus to pursue a bachelor’s degree in Early Childhood Education through Mayville State University.

Program Outcomes:

- The student will create a developmentally appropriate environment.
- The student will demonstrate a comprehensive curriculum.
- The student will demonstrate various assessment strategies.
- The student will demonstrate their ability to maintain positive relationships.

Program Characteristics

The Associate of Arts in Early Childhood Education focuses on providing students with the knowledge, skills, and training required to prepare educators to work with young children. The National Association of the Education of Young Children (NAEYC) is combined with the Spirit Lake Nation Dakota culture to ensure a well-rounded curriculum. Head Start and Early Head Start facilities provide students the opportunity to participate in hands-on learning activities to enhance classroom instruction. Students provide care to children while earning credits toward their degree using labs and observation rooms. The result is a foundation based in Early Childhood Education theory and Dakota culture in regard to the care of children.

DEGREE: Early Childhood Education
67 credits required

General Education Requirements (39 Credits Required)

<table>
<thead>
<tr>
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<th>Title</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>PSYC111</td>
<td>Introduction to Psychology</td>
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<tr>
<td>SOC110</td>
<td>Introduction to Sociology</td>
<td>SP</td>
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<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>FAS,PS,SP</td>
</tr>
<tr>
<td>ND: MATH</td>
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<td>ND: LABSC - Lab Science Elective</td>
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<tr>
<td>ND: LABSC - Corresponding Lab</td>
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</tr>
<tr>
<td>ENGL161</td>
<td>Dakota Language I</td>
<td>FAS,PS,SP</td>
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<tr>
<td>DS110</td>
<td>Dakota Culture &amp; History</td>
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Core Classes (28 Credits Required)

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<tr>
<td>EC211</td>
<td>*Observations, Assessment, Interpretation Techniques</td>
<td>FA</td>
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<tr>
<td>EC213</td>
<td>*Language and Literacy in Early Childhood</td>
<td>SP</td>
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<tr>
<td>EC220</td>
<td>**Infants and Toddlers</td>
<td>SU rotate</td>
</tr>
<tr>
<td>EC233</td>
<td>*Pre-K Methods and Materials</td>
<td>FA</td>
</tr>
<tr>
<td>EC235</td>
<td>**Art, Music, and Play</td>
<td>SU rotate</td>
</tr>
<tr>
<td>EC236</td>
<td>**Social Emotional Development</td>
<td>SU rotate</td>
</tr>
<tr>
<td>EC237</td>
<td>*Children with Special Needs</td>
<td>SP</td>
</tr>
<tr>
<td>EC297</td>
<td>*Early Childhood Student Internship</td>
<td>FAS</td>
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</table>

Possible Math and Humanities Electives

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DS251</td>
<td>*Dakota Language II</td>
<td>FAS,PS,SP</td>
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<tr>
<td>MATH103</td>
<td>College Algebra</td>
<td>FAS,PS,SP</td>
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<tr>
<td>MATH106</td>
<td>Quantitative Reasoning I</td>
<td>FAS,PS,SP</td>
</tr>
<tr>
<td>MATH210</td>
<td>Elementary Statistics</td>
<td>SP</td>
</tr>
<tr>
<td>BUSN170</td>
<td>Entrepreneurship</td>
<td>FA</td>
</tr>
</tbody>
</table>

* Prerequisite or Co-requisites exist. See advisor for details.

** Alternate Summer Rotation

Updated 8/13/21
# Liberal Arts
## Associate of Arts

The Associate of Arts (AA) in Liberal Arts provides a broad educational foundation in social sciences, humanities, mathematics, and the sciences. Education, teaching, public administration, political science, and business are a few of many opportunities open to Liberal Arts majors. The program is also recommended to students who are exploring their academic options prior to committing to a specific vocation.

### Program Outcomes:
- The student will exercise critical thinking methods to identify/solve problems.
- The student will demonstrate oral presentations and writing assignments.
- The student will utilize practical modern applications through electronic technology.
- The student will interpret Dakota traditions, values, and perspectives into contemporary societal applications.

### Program Characteristics
The Associate of Arts in Liberal Arts provides essential tools necessary to produce original thoughts and arguments and engage critically with the complex issues facing our world today. While pursuing a degree in the liberal arts may seem less concrete than a business degree, for example, a degree program carefully tailored to meet the needs of individual students will teach them how to engage with issues in their field, on their terms.

Students who pursue liberal arts degrees come from a variety of backgrounds, personalities, and interests. The diverse major options and electives may be one of the reasons a student chooses to obtain a liberal arts degree. Despite what the title may suggest, liberal arts degrees are not directionless, art-based programs. Rather, they provide a well-rounded education that allows students to work in a wide variety of fields.

## DEGREE: Liberal Arts

### 60 credits required

### General Education Requirements (42 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>FA,SP, SU</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>ENGL110</td>
<td>College Composition I</td>
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<tr>
<td>ENGL120</td>
<td>College Composition II</td>
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</tr>
<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>FA,SP</td>
<td>3</td>
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<td>FA,SP</td>
<td>3</td>
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<tr>
<td>ND:SS or ND:HIST</td>
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<td>FA,SP</td>
<td>3</td>
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<td>ND:SS or ND:HIST</td>
<td></td>
<td>FA,SP</td>
<td>3</td>
</tr>
<tr>
<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>FA,SP</td>
<td>3</td>
</tr>
<tr>
<td>ND:MATH</td>
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<td>FA,SP, SU</td>
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</tr>
<tr>
<td>ND: LABSC - Lab Science Elective</td>
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<td>FA,SP</td>
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</tr>
<tr>
<td>ND: LABSC - Corresponding Lab</td>
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<td>FA,SP</td>
<td>3</td>
</tr>
<tr>
<td>DS110 **</td>
<td>Dakota Culture and History</td>
<td>FA,SP, SU</td>
<td>3</td>
</tr>
<tr>
<td>ENGL161</td>
<td>Dakota Language I</td>
<td>FA,SP, SU</td>
<td>4</td>
</tr>
<tr>
<td>HPER217</td>
<td>Personal &amp; Community Health</td>
<td>FA,SP</td>
<td>2</td>
</tr>
<tr>
<td>HPER 101-104</td>
<td>Physical Education Activity</td>
<td>FA,SP</td>
<td>1</td>
</tr>
</tbody>
</table>

* Prerequisite of ENGL110 (College Composition I)

** Alternate Summer Rotation

### Program Electives (18 Credits Required)

Elective courses or fulfillment of a declared degree program totaling at least 18 credits.

Updated 8/13/21
Social Work
Associate of Arts

The Associate of Arts in Social Work at Cankdeska Cikana Community College is designed to prepare a student that is intending on obtaining a baccalaureate degree in Social Work. This two year program will provide students with the essential study prerequisites that are necessary in biology, mathematics, English, and social sciences, as well as social work courses that are mandatory prerequisites in order to qualify for the baccalaureate degree in most social work programs throughout North Dakota.

Program Outcomes:

- The student will demonstrate the ability to work within the social work systems perspective
- The student will apply generalist social work practice in planning/conducting interventions.
- The student will demonstrate technical proficiency in completing an assessment.
- The student will demonstrate ethical responsibility in the social work profession.

Program Characteristics

Although most social workers need a bachelor’s degree in social work, clinical social workers must have a master’s degree and two years of post-master experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

A bachelor’s degree in social work (BSW) is the most common requirement for entry-level positions. However, some employers may hire workers who have a bachelor’s degree in a related field, such as psychology or sociology.

DEGREE: Social Work
63 credits required

General Education Requirements (42 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Faculty</th>
<th>Credits</th>
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<tbody>
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<td>FASP</td>
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<tr>
<td>ENGL110</td>
<td>College Composition I</td>
<td>FASP,PSU</td>
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<tr>
<td>ENGL120</td>
<td>*College Composition II</td>
<td>FASP,PSU</td>
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</tr>
<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>FASP</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ND:FA or ND:HUM or ND:HIST</td>
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<tr>
<td>SOC110</td>
<td>Introduction to Sociology</td>
<td>SP</td>
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</tr>
<tr>
<td>PSYC111</td>
<td>Introduction to Psychology</td>
<td>FA</td>
<td>3</td>
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<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>FASP</td>
<td>3</td>
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<tr>
<td>MATH210</td>
<td>**Elementary Statistics</td>
<td>SP</td>
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<td>DS110</td>
<td>***Dakota Culture and History</td>
<td>FASP,PSU</td>
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<td>HPER217</td>
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<tr>
<td>HPER 101-104</td>
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* Prerequisite of ENGL110 (College Composition I)
** Prerequisite of ASC 093 (Intermediate Algebra), MATH 100 (Intro to QR) or Instructor Approval.

Core Classes (22 Credits Required)

<table>
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<th>Course</th>
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<td>Case Management I</td>
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<tr>
<td>SWK103</td>
<td>Introduction to Counseling</td>
<td>FA</td>
<td>3</td>
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<td>SWK255</td>
<td>Introduction to Social Work</td>
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<td>SWK256</td>
<td>Development of Social Welfare</td>
<td>FA</td>
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<tr>
<td>SWK257</td>
<td>Human Behavior in the Social Environment I</td>
<td>FASP</td>
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<tr>
<td>SWK262</td>
<td>Indian Child Welfare</td>
<td>SP</td>
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<tr>
<td>SWK274</td>
<td>Substance Use and Abuse</td>
<td>SP</td>
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</tbody>
</table>

* Prerequisites or Corequisites exist. See advisor for details.
*** Alternate Summer Rotation

Updated 8/13/21
Health, Physical Education & Recreation
Associate of Science

The Health, Physical Education and Recreation program is an integral part of Cankdeska Cikana Community College. This program exists to complement the athletic program and train future physical educators, athletic coaches, and recreational personnel. The primary aim of this program is to develop competent physical educators, athletic coaches, and recreational personnel to serve in Native American schools and recreational centers.

Program Outcomes:
- The student will develop a personal philosophy of coaching techniques.
- The student will apply common coaching practices.
- The student will use technology to analyze current practices in sports settings.
- The student will apply common coaching principles.

Program Characteristics
The Associate of Science degree in Health, Physical Education, and Recreation (HPER) at CCCC will provide students with the foundation for further study in a variety of areas such as physical education teaching, health, fitness and wellness education, recreation, and athletic coaching. While it is designed to ideally transfer to a four year college, the HPER degree could provide opportunities in recreation or park board type positions, positions at a health club/fitness center, or as an athletic coach in a school system.

DEGREE: Health, Physical Education & Recreation
66 credits required

General Education Requirements (41 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Department</th>
<th>Requirement</th>
<th>Units</th>
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<td>ENGL100</td>
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<td>FA,SP</td>
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<tr>
<td>ENGL110</td>
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<td>FA,SP,SU</td>
<td>3</td>
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<tr>
<td>ENGL120</td>
<td>*College Composition II</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>FA,SP</td>
<td>3</td>
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<tr>
<td>ND:FA or ND:HUM or ND:HIST</td>
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<td>FA,SP,SU</td>
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<td>ND:FA or ND:HUM or ND:HIST</td>
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<td>ND:SS or ND:HIST</td>
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<td>FA,SP,SU</td>
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<tr>
<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>FA,SP</td>
<td>3</td>
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<tr>
<td>BIOL150</td>
<td>General Biology I</td>
<td>FA,SP,SU</td>
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<td>BIOL150L</td>
<td>General Biology I Lab</td>
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<tr>
<td>DS110</td>
<td>**Dakota Culture and History</td>
<td>FA,SP,SU</td>
<td>3</td>
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<tr>
<td>ENGL161</td>
<td>Dakota Language I</td>
<td>FA,SP,SU</td>
<td>4</td>
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<tr>
<td>HPER217</td>
<td>***Personal &amp; Community Health</td>
<td>FA,SP</td>
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* Prerequisite of ENGL110 (College Composition I)
** Alternate Summer Rotation
*** Prerequisite of CSCI101 (Introduction to Computers)

Core Classes (25 Credits Required)

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<thead>
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<th>Department</th>
<th>Requirement</th>
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<td>BIOL221</td>
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<td>HPER101</td>
<td>Cardiovascular Training</td>
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<td>HPER103</td>
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<td>HPER180</td>
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<td>HPER187</td>
<td>Introduction and Foundations of Recreational Sports</td>
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<tr>
<td>HPER230</td>
<td>Introduction to Coaching /Field Experience</td>
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<td>3</td>
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<tr>
<td>HPER241</td>
<td>Theory of Coaching</td>
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<td>3</td>
<td></td>
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<tr>
<td>HPER210</td>
<td>First Aid/CPR</td>
<td>FA,SP</td>
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</table>

Updated 8/13/21
# Natural Resource Management
## Associate of Science

The Associate of Science (AS) in Natural Resource Management provides a theoretical foundation that is enhanced by experiential and service learning opportunities. Essential study courses in communications, social sciences, mathematics, science, computer science, and Dakota Studies, provide the groundwork for the Natural Resource Management courses. The program is designed to expand students’ knowledge of their environment while recognizing the importance of policy, society, and economics in relation to caring for Undc Maka (Grandmother Earth).

Sovereignty of tribal nations falls within their existing land bases. The Dawes Act or General Allotment Act adopted by Congress in 1887 authorized the United States to divide Indian tribal land into allotments for individual Indians and to open up “excess” lands for non-Indian settlement. American Indians must become more knowledgeable in how national policy has affected tribal governments’ ability to govern and manage their natural resources. The AS in Natural Resource Management provides an academic base for those interested in the importance of land and resource management among tribal nations.

### Program Outcomes:
- The student will demonstrate critical thinking skills in understanding natural resource problems.
- The student will develop practical skills in environmental science.
- The student will demonstrate technical skills in environmental monitoring/research.
- The student will understand the broad ethical considerations of natural resource management.

### Program Characteristics

The Associate of Science in Natural Resource Management is designed to provide the basic knowledge, skills, and strategies to assist individuals or groups in realizing the importance of natural resource management in regard to guarding sustainable resources. Graduates have a solid and comprehensive education program based in science that allows for enhanced natural resource management activities as well as transfer to a four year program in a related field of study.

### DEGREE: Natural Resource Management

61-76 credits required

#### General Education Requirements (43 Credits Required)

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Term(s)</th>
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<tr>
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<td>College Composition I</td>
<td>FASPSU</td>
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<tr>
<td>ENGL120</td>
<td>College Composition II*</td>
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<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
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<td>DS110</td>
<td>Dakota Culture and History</td>
<td>FASPSU</td>
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<tr>
<td>ECON201</td>
<td>Principles of Microeconomics</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
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<td>Introduction to Computers</td>
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<td>MATH103</td>
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<td>BIOL124</td>
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<td>CHEM115</td>
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<td>CHEM121</td>
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<td>HPER217</td>
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<tr>
<td>HPER 101-104</td>
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### Core Classes (18-21 Credits Required)

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<tr>
<td>NAT 297</td>
<td>Natural Resources Internship****</td>
<td>IND</td>
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### Program Electives

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<td>BIOL150L</td>
<td>General Biology I Lab</td>
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<td>BIOL151</td>
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<tr>
<td>BIOL230</td>
<td>Ecology (Nature Study)***</td>
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<td>Introduction to Organic and Biochem</td>
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<td>Environmental Issues</td>
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<td>Environmental Sampling***</td>
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</tr>
<tr>
<td>ENS299</td>
<td>Topics in Agriculture/ Natural Resources</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>GEOL102</td>
<td>Historical Geology</td>
<td>SP, SU</td>
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<tr>
<td>GEOL102L</td>
<td>Historical Geology Lab</td>
<td>SP, SU</td>
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</tr>
<tr>
<td>GEOL105</td>
<td>Physical Geology</td>
<td>FA, SU</td>
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<tr>
<td>GEOL105L</td>
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<tr>
<td>EOL219</td>
<td>Intermediate Geology****</td>
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<tr>
<td>MATH210</td>
<td>Elementary Statistics***</td>
<td>SP</td>
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<tr>
<td>NAT105</td>
<td>Wildlife Identification</td>
<td>SP</td>
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<tr>
<td>NAT105L</td>
<td>Wildlife Identification Lab</td>
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</table>

*Program Electives continued to next page.*
# Natural Resource Management

**Associate of Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
<th>Units</th>
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<tbody>
<tr>
<td>NAT215</td>
<td>Plant Identification</td>
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<tr>
<td>NAT215L</td>
<td>Plant Identification Lab</td>
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<td>SOIL210</td>
<td>Soil Science</td>
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<td>SOIL210L</td>
<td>Soil Science Lab</td>
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</tr>
<tr>
<td>SOIL217</td>
<td>Intro to Meteorology &amp; Climatology</td>
<td>FA,SP</td>
<td>3</td>
</tr>
<tr>
<td>SOIL264</td>
<td>Natural Resource Management Systems</td>
<td>FA,SP</td>
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</table>

*Prerequisite of ENGL110 (College Composition I)*

**Prerequisite of ASC093 (Intermediate Algebra) or Appropriate Placement Test.**

***Prerequisite of MATH 103, Appropriate Placement Test, or MATH 210 AND instructor approval.***

****To be taken at any time following the first year coursework.

*****Prerequisite of GEOL 105

******Prerequisite of ASC093 (Intermediate Algebra) or MATH100 (Intro to Quantitative Reasoning) or instructor approved.

Updated 8/13/21
The Associate of Science (AS) in Pre-Engineering is designed for students who intend to major in engineering. The AS in Pre-Engineering provides students with courses including chemistry, humanities, calculus, physics, and social sciences while including the basic engineering skills and knowledge to transfer to baccalaureate degree program in Engineering. Students should be aware that most pre-engineering courses have mathematics and science prerequisites and that improper scheduling of courses can lengthen the time required to complete the degree.

Program Outcomes:
- The student will solve engineering problems by applying knowledge gained from math/physics.
- The student will communicate the interpretation of a problem scenario with the solution.
- The student will demonstrate technological competence through basic engineering practices.
- The student will demonstrate ethical responsibility in the engineering profession.

Program Characteristics
The program is focused on transfer to North Dakota State University engineering baccalaureate programs; however, courses will transfer to other engineering schools as well. Bachelor of Science Engineering degrees vary by discipline and by institution. Students are advised to consult with an academic advisor or counselor when selecting their specific engineering discipline to ensure appropriate transfer for their specific area of engineering.

**Pre-Engineering Associate of Science**

**DEGREE: Pre-Engineering**
76 credits required

**General Education Requirements (44 Credits Required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>ENGL100</td>
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<tr>
<td>ENGL110</td>
<td>College Composition I</td>
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<tr>
<td>ENGL120</td>
<td>*College Composition II</td>
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</tr>
<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGL161</td>
<td>Dakota Language I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ND:FA or ND:HUM or ND:HIST</td>
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<tr>
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<td>ND:SS or ND:HIST</td>
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<td>ND:SS or ND:HIST</td>
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<tr>
<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>MATH165</td>
<td>Calculus I**</td>
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<tr>
<td>MATH166</td>
<td>Calculus II****</td>
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<td>DS110</td>
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<tr>
<td>HPER217</td>
<td>Personal &amp; Community Health****</td>
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<tr>
<td>HPER 101-104</td>
<td>Physical Education Activity</td>
<td>1</td>
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</tbody>
</table>

* Prerequisite of ENGL110 (College Composition I)
** Prerequisite of MATH103 (College Algebra) and MATH105 (Trigonometry) or MATH107 (Pre-Calculus) with a grade of C or higher
*** Alternate Summer Rotation
****Prerequisite of MATH165
******Prerequisite of CSCI 101

**Core Classes (32 Credits Required)**

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<tbody>
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<td>Introduction to Engineering Profession</td>
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<tr>
<td>ENGR 210</td>
<td>Surveying</td>
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<tr>
<td>MATH129</td>
<td>Basic Linear Algebra</td>
<td>3</td>
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<tr>
<td>MATH265</td>
<td>*Calculus III</td>
<td>4</td>
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<tr>
<td>MATH266</td>
<td>*Differential Equations</td>
<td>3</td>
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<tr>
<td>ME221</td>
<td>*Engineering Mechanic I (Statics)</td>
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</tr>
<tr>
<td>ME222</td>
<td>*Engineering Mechanics II (Dynamics)</td>
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<tr>
<td>ME250</td>
<td>Thermodynamics and Heat Transfer Program Electives</td>
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**Program Electives**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AM101</td>
<td>3D Modeling for Advanced Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>CHEM121</td>
<td>*General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM121L</td>
<td>*General Chemistry I Lab</td>
<td>1</td>
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<tr>
<td>GEOL105</td>
<td>Physical Geology</td>
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<tr>
<td>GEOL105L</td>
<td>Physical Geology Lab</td>
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<tr>
<td>ME223</td>
<td>*Mechanics of Materials</td>
<td>3</td>
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<tr>
<td>PHYS251</td>
<td>*University Physics I</td>
<td>3</td>
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<tr>
<td>PHYS251L</td>
<td>*University Physics I Lab</td>
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<td>PHYS252</td>
<td>*University Physics II</td>
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<td>PHYS252L</td>
<td>*University Physics II Lab</td>
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</table>

*Prerequisites or Corequisites exist. See advisor for details. Some program electives can be used in conjunction for general education requirements.

**Program Outcomes:**
- The student will solve engineering problems by applying knowledge gained from math/physics.
- The student will communicate the interpretation of a problem scenario with the solution.
- The student will demonstrate technological competence through basic engineering practices.
- The student will demonstrate ethical responsibility in the engineering profession.

Updated 8/13/21

Check for updates at www.littlehoop.edu
Pre-Nursing
Associate of Science

The Associate of Science (AS) in Pre-Nursing is designed to give students a solid foundation for continuing intellectual growth and further professional studies leading to a career in nursing or other health-related fields. The AS in Pre-Nursing provides students with essential studies and sciences courses focused on providing the necessary academic background to transfer to a licensed practical nurse, registered nurse, or Bachelor of Science in Nursing program. Students should be aware that most pre-nursing courses have science prerequisites and that improper scheduling of courses can lengthen the time required to complete the degree.

Program Outcomes:

- The student will practice critical thinking skills to solve health care related issues using the scientific method.
- The student will apply basic principles of therapeutic communication in a health care setting.
- The student will utilize technology for documentation of nursing principles in the health care field.
- The student will practice the nursing process within ethical guidelines.

Program Characteristics

The program is focused on transfer to post-secondary institutions in the North Dakota University System; however, courses will transfer to other nursing schools as well. Bachelor of Science Nursing degrees vary by institution and state. Students are advised to consult with an academic advisor or counselor when selecting courses to ensure appropriate transfer for matriculation into baccalaureate programs. Grade point average requirements vary by university and admission is competitive through nursing disciplines.

DEGREE: Pre-Nursing
64-75 credits required

General Education Requirements (42 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Type</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENGL100</td>
<td>Student Success</td>
<td>FA,SP</td>
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<tr>
<td>ENGL110</td>
<td>College Composition I</td>
<td>FA,SPSU</td>
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<tr>
<td>ENGL120</td>
<td>*College Composition II</td>
<td>FA,SPSU</td>
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<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>FA,SP</td>
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<td>ND:FA or ND:HUM or ND:HIST</td>
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<td>ND:FA or ND:HUM or ND:HIST</td>
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<td></td>
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<tr>
<td>PSYC111</td>
<td>Introduction to Psychology</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>ND:SS or ND:HIST</td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>CSCI101</td>
<td>Introduction to Computers</td>
<td>FA,SP</td>
<td>3</td>
</tr>
<tr>
<td>MATH103</td>
<td>**College Algebra</td>
<td>FA,SPSU</td>
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<tr>
<td>BIOL111</td>
<td>Concepts of Biology</td>
<td>SP</td>
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<tr>
<td>BIOL111L</td>
<td>Concepts of Biology Lab</td>
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<tr>
<td>DS110</td>
<td>***Dakota Culture and History</td>
<td>FA,SPSU</td>
<td>3</td>
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<tr>
<td>ENGL161</td>
<td>Dakota Language I</td>
<td>FA,SPSU</td>
<td>4</td>
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<tr>
<td>HPER217</td>
<td>***Personal and Community Health</td>
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<tr>
<td>HPER 101-104</td>
<td>Physical Education Activity</td>
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</table>

* Prerequisite of ENGL110 (College Composition I)
** Prerequisite of MATH102 (Intermediate Algebra) or Appropriate Placement Test.
*** Alternate Summer Rotation
****Prerequisite of CSCI 101 (Introduction to Computers)

Core Classes (22-33 Credits Required)

<table>
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<td>*Intro to Microbiology Lab</td>
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<tr>
<td>BIOL220</td>
<td>*Anatomy &amp; Physiology I</td>
<td>FA</td>
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<td>BIOL220L</td>
<td>*Anatomy &amp; Physiology I Lab</td>
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<td>BIOL221</td>
<td>*Anatomy &amp; Physiology II</td>
<td>SP</td>
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<td>BIOL221L</td>
<td>*Anatomy &amp; Physiology II Lab</td>
<td>SP</td>
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<tr>
<td>NUTR240</td>
<td>Principles of Nutrition</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>PHARM215</td>
<td>Intro to Pharmacology</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>PSYC250</td>
<td>*Developmental Psychology</td>
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Program Electives

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<th>Type</th>
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<tbody>
<tr>
<td>CHEM115</td>
<td>Intro to Chemistry</td>
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<td>CHEM115L</td>
<td>Intro to Chemistry Lab</td>
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<tr>
<td>CHEM116</td>
<td>Intro to Organic &amp; BioChem</td>
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<td>CHEM121L</td>
<td>General Chemistry I Lab</td>
<td>FA</td>
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<td>HPER210</td>
<td>First Aid and CPR</td>
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<tr>
<td>SOC110</td>
<td>Introduction to Sociology</td>
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</tbody>
</table>

*Prerequisites or Corequisites exist. See advisor for details.
Some program electives can be used in conjunction for general education requirements.

Updated 8/13/21
Fine Arts
Associate of Applied Science

The Fine Arts program at CCCC provides a core curriculum for students planning to transfer to a four-year institution or to pursue art as a profession and livelihood. The Fine Arts program reserves the right to retain, exhibit, and reproduce any art work submitted for course credit.

Program Outcomes:
- The student will compile a comprehensive portfolio of work.
- The student will prepare artwork for exhibition.
- The student will demonstrate modern techniques in artistic design.
- The student will demonstrate a personal artistic style.

Program Characteristics
Through individualized attention in all studio courses, students learn to access their creative awareness, interests, and talents. Study also allows students to enjoy art, to gain an understanding of the historical aspect of art, to make an artistic contribution to the community, and to develop skills through participation in local, state, and national art activities and exhibitions.

Non-majors may also benefit from visual art courses as self-enrichment. Several courses are structured so students can have continual enrollment as their skills develop.

DEGREE: Fine Arts
61 credits required

General Education Requirements (34 Credits Required)

<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
<th>Sequence</th>
<th>Credits</th>
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<tr>
<td>ENGL100</td>
<td>Student Success</td>
<td>FASP</td>
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<td>ENGL110</td>
<td>College Composition I</td>
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<tr>
<td>COMM110</td>
<td>Fundamentals of Public Speaking</td>
<td>FASP</td>
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<td>ND: ARTS or ND: HUM</td>
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<td>FASP</td>
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<td>FASP</td>
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<tr>
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<td>Introduction to Computers</td>
<td>FASP</td>
<td>3</td>
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<tr>
<td>MATH100</td>
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<td>ND: LABSC - Corresponding Lab</td>
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<td>ENGL161</td>
<td>Dakota Language I</td>
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<td>HPER217</td>
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<td>HPER101-104</td>
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<td>FASPSU</td>
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* Alternate Summer Rotation
**Prerequisite of CSCI 101 (Introduction to Computers)

Core Classes (27 Credits Required)

<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
<th>Sequence</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>Introduction to Visual Arts</td>
<td>FASP</td>
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<tr>
<td>ART124</td>
<td>Three dimensional design</td>
<td>FASP</td>
<td>3</td>
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<tr>
<td>ART130</td>
<td>Drawing I</td>
<td>FASP</td>
<td>3</td>
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<tr>
<td>ART140</td>
<td>Crafts I</td>
<td>FASP</td>
<td>3</td>
</tr>
<tr>
<td>ART210</td>
<td>Art History</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>ART220</td>
<td>Painting I</td>
<td>FASP</td>
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<td>ART221</td>
<td>Painting II</td>
<td>FASP</td>
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<tr>
<td>ART230</td>
<td>Drawing II</td>
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<tr>
<td>DS155</td>
<td>Survey of Native American Art</td>
<td>FA</td>
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Updated 8/13/21
Dakota Language Certificate

The certificate in Dakota Language provides core courses that introduce students to Dakota Language. The student will have completed an intensive study of the Dakota language and become fluent speakers.

**Program Outcomes:**

- Students will demonstrate proficiency of Indigenous cultures.
- The student will demonstrate competency in speaking Dakota language.
- Students will utilize various technology platforms to demonstrate proficiency of Indigenous people.
- Students will gain knowledge of their traditional placements within Indigenous nations.

**Program Characteristics**

The Associate of Arts degree in Indigenous Studies provides core courses that introduce students to Native culture, history, language, and values, while increasing understanding of the unique political status, rights, and responsibilities of tribal nations. The emphasis is on providing students with a broad and realistic understanding of issues that impact Native communities and people. The student will have completed an intensive study of the Dakota people and other Native Nations from historical and contemporary perspectives at successful completion of the program.

**DEGREE: Dakota Language Certificate**

14 credits required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS 250</td>
<td>Dakota Language I</td>
<td>FA,SPSU</td>
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<td>DS 251</td>
<td>Dakota Language II</td>
<td>FA,SPSU</td>
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<td>DSL 252</td>
<td>Dakota Language III</td>
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<td>DSL 253</td>
<td>Dakota Language IV</td>
<td>FA,SP</td>
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</table>

Updated 8/13/21
Professional Driver Training (CDL) Certificate

Program Outcomes:
- The student will prepare a round trip cross-country plan.
- The student will demonstrate communication skills that ensure safety.
- The student will demonstrate proficiency in technological skills in developing “Driver duty status records”.
- The student will display professionalism in operating a vehicle and interacting with clients.

Program Characteristics
- Learn rules and regulations of the road
- Practice skills in a simulator
- Drive tractor /trailer on the road
- Obtain CDL Endorsements
- Basic Accounting
- Record keeping including driver's logbook
- Develop a Business Plan
- Market a Business
- Calculate Financial Budgets
- Register a business

CERTIFICATE: Professional Driver Training (CDL)

Class A Certificate
CDL114 Introduction to CDL FASP 4
CDL252 Commercial Vehicle & Simulator Training FASP 6
CDL256 Introduction to Bus & Simulator Training SU 2

Students need to take 12 credits to be considered full-time students. Students will discuss the semester classes with the instructor.

Updated 8/13/21
Carpentry Certificate

The Certificate in Carpentry is designed to prepare the student for entry level positions in residential and commercial construction. Students who complete the program will be prepared to apply for positions as entry level carpenters. The program focuses on carpentry involving basic carpentry processes and safety on the work site. Relevant theory and skills in solving basic mathematical problems, blueprint reading, and the safe use of hand tools, power tools, and other equipment and materials of the trade will be addressed. Students will have the opportunity to participate in service and experiential learning activities, both on and off campus, related to construction trades.

Program Outcomes:

• The student will demonstrate preliminary project planning skills and basic construction practices.
• The student will model competency in communicating with others on the job site.
• The student will demonstrate proficiency in the use of technology while completing various projects.
• The student will display workplace safety.

Program Characteristics

The Certificate in Carpentry takes approximately one year to complete. The Carpentry program is certified through the North Dakota Department of Vocational Education and is funded under the Native American Career and Technical Education Program by the United States Department of Education. Students are required to take a limited amount of essential studies requirements to broaden their learning experience.

CERTIFICATE: Carpentry

33 credits required

Fall (13 Credits Required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CARP105</td>
<td>Core Curriculum</td>
<td>FA</td>
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<tr>
<td>CARP101</td>
<td>On-Site Construction I</td>
<td>FA</td>
<td>8</td>
</tr>
<tr>
<td>HPER 210</td>
<td>First Aid/CPR</td>
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Spring (12 Credits Required)

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<th>Course</th>
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<tr>
<td>CARP133A</td>
<td>Carpentry Level One (A)</td>
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<tr>
<td>CARP201</td>
<td>On-Site Construction II</td>
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Summer (8 Credits Required)

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<th>Course</th>
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<tr>
<td>CARP133B</td>
<td>Carpentry Level One (B)</td>
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<td>4</td>
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<tr>
<td>CARP202</td>
<td>On-Site Construction III</td>
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Updated 8/13/21
Early Childhood Education
Certificate

Early Childhood Education providers serve an important community and cultural role regarding the education and care of our children. Early Childhood is seen as the foundation for education within our contemporary society. Early Childhood Education students who successfully complete the program of study will have acquired the requisite skills for obtaining employment or advancement in the field of early childhood care and education. This program includes both an academic base and methods courses that provide a balanced program for those wishing to pursue a four year program or begin a career as an early childhood care provider. Opportunities are available on campus to pursue a bachelor's degree in Early Childhood Education through Mayville State University.

Program Outcomes:
- The student will create a developmentally appropriate environment.
- The student will demonstrate a comprehensive curriculum.
- The student will demonstrate various assessment strategies.
- The student will demonstrate their ability to maintain positive relationships.

Program Characteristics

The certificate in Early Childhood Education focuses on providing students with the knowledge, skills, and training required to prepare educators to work with young children. The National Association of the Education of Young Children (NAEYC) is combined with the Spirit Lake Nation Dakota culture to ensure a well-rounded curriculum. Head Start and Early Head Start facilities provide students the opportunity to participate in hands-on learning activities to enhance classroom instruction. Students provide care to children while earning credits toward their degree using labs and observation rooms. The result is a foundation based in Early Childhood Education theory and Dakota culture in regard to the care of children.

**CERTIFICATE: Early Childhood Education**

15 credits required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term</th>
<th>Credits</th>
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<tr>
<td>EC210</td>
<td>Intro to Early Childhood Education</td>
<td>FA,SP</td>
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<tr>
<td>EC211</td>
<td>Observations, Assessment, Interpretation Techniques</td>
<td>FA</td>
<td>3</td>
</tr>
<tr>
<td>EC213</td>
<td>Language and Literacy in Early Childhood</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>EC220/233</td>
<td>Infants and Toddlers or Pre-K Methods and Materials</td>
<td>SU rotate,FA</td>
<td>3</td>
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<tr>
<td>EC236</td>
<td>Social Emotional Development</td>
<td>SU rotate</td>
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</tbody>
</table>

Updated 8/13/21

Check for updates at www.littlehoop.edu
**Administrative Assistant Certificate**

A Certificate in Administrative Assistant is focused on providing students with a foundation for entry level positions as administrative assistants and office managers. Through courses in technology, communication, computer application, and office procedures to meet the needs of dynamic office environments.

**CERTIFICATE: Administrative Assistant**

*25 credits required*

**Fall (12 Credits Required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT218</td>
<td>Computer Applications in Business</td>
<td>FA,SP</td>
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</tr>
<tr>
<td>BOTE214</td>
<td>Business Reports &amp; Communications</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>BOTE275</td>
<td>Administrative Office Procedures</td>
<td>FA</td>
<td>3</td>
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<td></td>
<td>Program Electives</td>
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**Spring (13 Credits Required)**

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<th>Credits</th>
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<tr>
<td>ACCT200</td>
<td>Elements of Accounting</td>
<td>FA,SP</td>
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<tr>
<td>BADM202</td>
<td>Principles of Management</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>BOTE197</td>
<td>Field Experience</td>
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**Program Electives**

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<th>Course</th>
<th>Title</th>
<th>Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT201</td>
<td>Elements of Accounting II</td>
<td>SP</td>
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<tr>
<td>ACCT207</td>
<td>Managerial Accounting</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>ACCT212</td>
<td>Payroll Accounting</td>
<td>FA</td>
<td>3</td>
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<tr>
<td>ACCT215</td>
<td>Business in the Legal Environment</td>
<td>SP</td>
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<tr>
<td>ACCT231</td>
<td>Income Tax Procedures</td>
<td>FA</td>
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<tr>
<td>BADM201</td>
<td>Principles of Marketing</td>
<td>SP</td>
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<tr>
<td>BADM210</td>
<td>Advertising</td>
<td>SP</td>
<td>3</td>
</tr>
<tr>
<td>BADM240</td>
<td>Sales</td>
<td>SP</td>
<td>3</td>
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<tr>
<td>BUSN170</td>
<td>Entrepreneurship</td>
<td>SP</td>
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</tbody>
</table>

Updated 8/13/21
Course Descriptions

Academic Skills Courses (ASC)

ASC 091 – PRE-ALGEBRA (3 credits)
Designed for students who do not feel competent to enter introductory algebra or whose test scores indicate lack of basic mathematics skills. Individualized for those students who need to restore confidence and eliminate math anxiety. Pre-requisite: None. FA, SP, SU

ASC 092 – INTRODUCTORY ALGEBRA (3 credits)
Designed for students with little or no background in algebra. Fundamental operations, signed numbers, real numbers, linear and quadratic equations, radicals, inequalities, exponents, and factoring. Pre-requisite: ASC 091 or Accuplacer placement. FA, SP, SU

ASC 093 – INTERMEDIATE ALGEBRA (3 credits)
For students who have had introductory algebra or adequate training in mathematics as indicated by completed course work. Topics include properties of real numbers; linear equalities and inequalities; simultaneous systems; exponents and radicals; polynomials and rational expressions; quadratic equations. This course is for students with minimal mathematics background. Pre-requisite: ASC 092 or Accuplacer placement. FA, SP, SU

Accounting

ACCT 200 – ELEMENTS OF ACCOUNTING I (3 credits)
Introduction to the basic principles of the complete accounting cycle to include the Generally Accepted Accounting Principles (GAAP). The theory of debits and credits; the accounting equation; transactions; journalizing and subsidiary ledgers; adjusting and closing entries; financial statements; assets and liabilities; systems; and inventories. Prerequisite: None. FA, SP

ACCT 201 – ELEMENTS OF ACCOUNTING II (3 credits)
Continuation of Accounting 200. Topics included are partnerships and corporations, stock transactions, dividends, long-term liabilities, investments, financial statements and cash flows, and managerial accounting and budgeting. Prerequisite: ACCT 200. SP

ACCT 207 – MANAGERIAL ACCOUNTING (3 credits)
Introduction of the role of managerial accounting information. Coverage includes the application of accounting concepts and techniques to managerial problems using the five phases, manufacturing operations, costing/pricing systems, budgeting, performance evaluation, and analysis of capital investment decisions. Prerequisite: ACCT 200. FA

ACCT 212 – PAYROLL ACCOUNTING (2 credits)
An introductory course into the field of payroll accounting principles and practices. This course will prepare the student to function as part of a financial department in the area of payroll processing and reporting. Coverage includes payroll, wages and compensation, income taxes, transactions, and systems. Prerequisite: ACCT 200. FA

ACCT 215 – BUSINESS LEGAL ENVIRONMENT (3 credits)
An introduction to the concepts underlying the legal environment of business in today’s society. Students must be able to identify issues pertaining to a particular discipline; recognize potential problems before they become actualized and costly; know when they need to consult an expert and when they do not; understand the language, practices, and methods of reasoning and problem solving in the discipline so that the expert can be used effectively and efficiently; and sufficient legal insight into the discipline so that the service and advice of the expert can be knowledgeably evaluated and incorporated into the firm’s decision making process. SP

ACCT 218 – Computer Applications in Business (3 credits)
This course will provide students with instruction on the use of the most up-to-date word processing, spreadsheets, and presentation application software. Students will be required to demonstrate a specific level of proficiency within each application. Students will also learn the basics and guidance on the use of email, file management and other current or relevant topics. FA, SP

ACCT 231 – INCOME TAX PROCEDURES (2 credits)
Coverage includes federal income tax procedures relating to individuals, partnerships, and corporations. Coverage includes deductions, depreciation, capital gains and losses, withholdings, and tax planning. Prerequisite: ACCT 200. FA

Arts

ART 110 – INTRODUCTION TO VISUAL ART (3 credits)
Introduction to visual art is a study and analysis of artistic methods and meaning in the Visual Arts. ND; FA

ART 124 – THREE-DIMENSIONAL DESIGN (3 credits)
An introduction to the fundamentals and concepts of organizing forms in three dimensions. Students use basic materials in the conceptualization development, and construction which functions both in relief and free-standing form. (ART 124B – Beading ART 124Q – Quilting ART 124Q2 – Quillwork) FA, SP

ART 130 – DRAWING I (3 credits)
An introductory course that will enable students to identify classical and contemporary drawing techniques and concepts, with emphasis on the understanding of their formal language and the fundamentals of artistic expression. FA, SP

ART 140 – CRAFTS I (3 credits)
An introduction study and application of different media, methods, and techniques. ND; FA

ART 210 – ART HISTORY (3 credits)
Art History is an introductory course that focuses on human visual expression of Western art from prehistory to the end of the Middle Ages. We will study various periods and cultures, including the Stone Age, Ancient Egypt, the Ancient Near East, Greece, Rome, Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic, in relation to the
Western artistic tradition. We will discuss the aesthetic values of these culture to understand the historic, political, religious, and other meanings behind the creation of works of art. SP

**ART 220 – PAINTING I (3 credits)**
Introduces students to classical and contemporary painting, techniques, and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. FA, SP

**ART 221 – PAINTING II (3 credits)**
An intermediate study and application of classical and contemporary painting, techniques, and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression. Students will render the human figure through gesture, contour, and value. Students will use a variety of materials and techniques to describe the human form. Prerequisite: ART 130. SP

**Business Administration**

**BADM 201 – PRINCIPLES OF MARKETING (3 credits)**
This course incorporates both traditional and contemporary aspects of marketing. Topics include environmental analysis and marketing research, consumer analysis, product (service) planning, distribution planning, pricing, promotions, social responsibility, overall marketing implementation and program evaluation. The student will complete a marketing plan. SP

**BADM 210 – ADVERTISING (3 credits)**
This course covers advertising from a marketing perspective. The focus is on planning and strategy development of an advertising program. Topics covered are campaign planning and development, marketing mix relationships, media options and buying and creative strategy. SP

**BADM 240 – SALES (3 credits)**
This course designed to study salesmanship. All aspects of selling are introduced including the psychology of selling and recommended personality traits for sales people. SP

**BADM 202 – PRINCIPLES OF MANAGEMENT (3 credits)**
Study of basic management and organization principles of American business firms and the global environment; developing managerial knowledge and skills including basic concepts and principles; focuses on the major functions of management: Planning, organizing, leading, and controlling. SP

**Biology**

**BIOL 111/111L – CONCEPTS BIOLOGY I/LAB (4 credits).**
This course is designed to accommodate one semester of the general education requirement for non-science majors. The course will focus on a comprehensive survey of modern biology with an emphasis on enhancing the scientific literacy of the college-educated student. Topics will include cell biology, genetics, natural selection, systematics, and the impact of human activity on the biosphere. Special effort will be made to include Dakota culture when appropriate. FA, SP

**BIOL 124/124L – ENVIRONMENTAL SCIENCE/LAB (4 credits)**
An introduction to environmental principles emphasizing the interrelationships between human cultures, organisms, and their environments. The course will examine human impacts on ecosystems, the concept of sustainability, and environmental ethics. Laboratory required. SP

**BIOL 150/150L – GENERAL BIOLOGY I/LAB (4 credits)**
This course is the first part of a two-semester sequenced study of the fundamentals of biology. Topics will include cell biology, genetics, natural selection, and systematics. Special effort will be made to include Dakota culture when appropriate. FA

**BIOL 151/151L – GENERAL BIOLOGY II/LAB (4 credits)**
This course is the second part of a two-semester sequenced study of the fundamentals of biology. Topics will include cell biology, genetics, natural selection, and systematics. Special effort will be made to include Dakota culture when appropriate. Prerequisite: BIOL 150/150L SP

**BIOL 202/202L – INTRODUCTORY TO MEDICAL MICROBIOLOGY (4 credits)**
An introductory medical microbiology course focused on the isolation and identification of all types of microorganisms with an emphasis on those that cause disease. Prerequisite: BIOL 111/111L SP

**BIOL 220/220L – ANATOMY AND PHYSIOLOGY I/LAB (4 credits)**
First semester of lecture and laboratory work in human anatomy and physiology. Includes cytology and histology; the skeletal, nervous, respiratory, digestive, urinary, endocrine, and circulatory systems; and animals in comparison to human structures. Special effort will be made to include Dakota culture when appropriate. FA

**BIOL 221/221L – ANATOMY AND PHYSIOLOGY II/LAB (4 credits)**
Second semester of lecture and laboratory work in human anatomy and physiology. Includes cytology and histology; the skeletal, nervous, respiratory, digestive, urinary, endocrine, and circulatory systems; and animals in comparison to human structures. Special effort will be made to include Dakota culture when appropriate. Prerequisite: BIOL 220/220L SP

**BIOL 230/L ECOLOGY/LAB (4 Credits)**
An overview of ecological principles ranging from the individual level to the community and ecosystem levels. Students will learn the foundational elements of ecology and will participate in experiential learning in the complementary laboratory component of the class. Prerequisite of MATH 103, appropriate placement test, or MATH 210. FA
Business Office Technology & Education

BOTE 127 – INFORMATION PROCESSING (3 credits)
The student will learn an introduction to parts of the computer and use of computer operating systems, file management, word processing, spreadsheets, database, presentation, and internet use. Prepares students for the Internet and Computing Core Certification exams. Prerequisite: None. SP

BOTE 147 – WORD PROCESSING (3 credits)
Use of current Microsoft Word software to create professional business documents including letters, memos, reports, tables, forms, brochures, and graphic aids. Advanced features in printing, macros, and merging also practiced. This class prepares students to take the Microsoft Word national certification exam. Prerequisite: basic keyboarding skills. SP

BOTE 197 Field Experience (1 credit)
The student is given an opportunity to work with industry professionals in an on-the-job training basis. The professional guides the student through all levels and departments in a business, familiarizing the student with all aspects of the business. The field experience program is dependent upon the availability of employer sites. FA, SP

BOTE 214 – BUSINESS REPORTS & COMMUNICATIONS (3 credits)
This course focuses on communicating in a business environment. This communication will include writing letters, memorandums, e-mails, formal reports, as well as learning about other non-verbal forms of communication. In today’s world as a student, employee, consumer, or business owner one is greatly advantaged to have the skills to communicate in the necessary format required. Often times, strong business communication skills are a major factor in career success, and this course strives to develop and strengthen the student’s skills in this area. Prerequisite: ENGL 110. FA

BOTE 217 – RECORDS MANAGEMENT (3 credits)
Study of the systematic control of business records, manuals, and electronic applications. Records creation, distribution, utilization, retention storage, protection, preservation, and final disposition are discussed. FA

BOTE 218 – DESKTOP PUBLISHING (3 credits)
Software application course providing students skills in electronic layout, editing, and production of documents. FA

BOTE 247 – SPREADSHEET APPLICATIONS (3 credits)
Intermediate and advanced use of Microsoft Excel for creation of spreadsheets, graphs, databases, and macros. Integration with other software applications is also reviewed. This class prepares students to take the Microsoft PowerPoint national certification exam. SP

BOTE 257 – DATABASE (3 credits)
A course to create, maintain, and query a database using Microsoft Office Access. Upon completion of this course, the student will be able to create forms and reports, enhance the table’s design, create custom reports, integrate Access with the web and other software programs, and manage and secure a database. This class prepares students to take the Access section of the Microsoft Office Specialist (MOS) exam. Prerequisite: None. FA

BOTE 275 – ADMINISTRATIVE OFFICE PROCEDURES (3 credits)
A course emphasizing duties, responsibilities and personal qualities of office personnel in today’s automated office. Use of advanced computer applications and related office technologies are included. SP

Business

BUSN120 – FUNDAMENTALS OF BUSINESS (3 Credits)
An introduction to the basic principles of business organizations and enterprises in society which provide a function for personal business and entrepreneurial decision making. FOB is beneficial for individuals as employees or entrepreneurs. It explores the American business system, ownership forms, labor-management relations, banking and finance, risk management, the legal environment and government’s role in businesses. FA-EV

BUSN170 – ENTREPRENEURSHIP (3 credits)
This course provides step by step process of writing a business plan for the operation of a successful small business. Course is for students who are thinking of going into business for themselves. The content of the course will include all aspects of start-up of a small business, sales, finance, personnel, marketing, budgets, insurances, customer target and possibly a different alternative to business either start up or purchase of small business. At the end of the course the student will have a completed business plan. FA

BVED 217 – FUNDAMENTALS OF MANAGEMENT INFORMATION (3 credits)
Designed to introduce issues relevant to management information systems and to assist in preparing students to become managers of business information systems. Students are exposed to methods of acquiring, organizing, monitoring, and controlling management problems using computerized information systems. Prerequisite: BOTE 247. SP

Carpentry

CARP101 – ON-SITE ONE (8 credits)
The students will receive instruction in the methods and principles of the carpentry trade employing hands-on experience. Students will receive training in most aspects of the construction trade. Content will be limited to jobs that are available. FA

CARP105 – CARPENTRY CORE CURRICULUM (4 credits)
The core curriculum provides an introduction to construction and maintenance skills for all crafts. Trainees progressing through this National Center for Construction Education and Research (NCCER) accredited program must successfully complete the core curriculum in order to progress to CARP 133, carpentry level one. Core modules are basic safety, construction math, introduction to hand and power tools, introduction to blueprints, and basic rigging. FA
CARP133A – CARPENTRY LEVEL ONE (A) (4 credits).
Level one is the beginning course of the study of carpentry. Upon completion, the student will have entry level skills to obtain employment. The course will cover orientation in the trade, wood building materials, fasteners and adhesives, hand and power tools, floor systems, and wall and ceiling framing. FA, SP

CARP133B – CARPENTRY LEVEL ONE (B) (4 credits).
This course is a continuation of carpentry level one (A). This course will cover various modules that include roofing, framing, windows, exterior doors, and layout of stairways. FA, SP

CARP201 – ON-SITE TWO (8 credits)
This course is a continuation of CARP 101 On-Site Construction I. This course will cover as many phases of construction work as possible. Contents will be limited to jobs that are available. Students will learn about on-the-job safety precautions. SP

CARP202 – ON-SITE THREE (8 credits)
This course is a continuation of CARP 101 On-Site Construction II. This course will cover as many phases of construction work as possible. Contents will be limited to jobs that are available. Students will learn about on-the-job safety precautions. SU

Chemistry

CHEM 115/115L – INTRODUCTORY CHEMISTRY/LAB (4 credits)
First semester of CHEM 115/CHEM 116 sequence. A basic introduction to measurements, ionic and covalent compounds, chemical calculations, states of matter, energy, solutions, reactions, chemical bonding, equilibrium, kinetics, thermodynamics, acid-base reactions and nuclear reactions. Does not satisfy the prerequisite for any advanced chemistry course. Prerequisite: ASC 093. SP

CHEM 116/116L – INTRODUCTION TO ORGANIC AND BIOCHEMISTRY/LAB (4 credits)
A continuation of CHEM 115 with emphasis on basic principles of organic chemistry and biochemistry. Includes structures and simple reactions of common organic functional groups, carbohydrates, lipids, amino acids, proteins, and nucleic acids. Does not satisfy the prerequisite for any advanced chemistry course. Prerequisites: CHEM 115 and CHEM 115L FA

CHEM 121/121L – GENERAL CHEMISTRY I/LAB (4 credits)
Elementary principles and theories of chemistry; matter, measurement, atoms, ions, molecules, reactions, chemical calculations, thermochemistry, bonding, molecular geometry, periodicity, gases. Prerequisite or Corequisite: MATH 103 or higher. FA

CHEM 122/122L – GENERAL CHEMISTRY II/LAB (4 credits)
Intermolecular forces, liquids, solids, kinetics, equilibria, acids, and bases. Prerequisite: CHEM 121/121L SP

Communications

COMM 110 – FUNDAMENTALS OF PUBLIC SPEAKING (3 credits)
Covers the theory and practice of public speaking, with emphasis on content, organization, audience, language, delivery, and critical evaluation of messages. The focus will be on learning to use effective speaking to empower one’s abilities. FA, SP

Computer Information Systems

CIS 130 – PRESENTATIONS (3 credits)
This class provides hands-on production of researching, creating, and delivering electronic business presentation projects using Microsoft PowerPoint for windows. Students should have keyboarding skills before enrolling in this class. This class prepares students to take the Microsoft Power Point national certification exam. The exam is recommended and is available from the Information Technology department. Final grade is not based upon whether student passes or fails the exam. Prerequisite: None. FA

Computer Science

CSCI 101 – INTRODUCTION TO COMPUTERS (3 credits).
This class is designed to introduce general hardware and software issues, such as terminology and environments. Applications such as word processing, spreadsheet, database, and internet usage. Prerequisite: None. FA, SP

Indigenous Studies

DS110 – DAKOTA CULTURE AND HISTORY (3 credits)
This course focuses on Dakota culture and history. Students will learn about all Dakota bands, but with additional emphasis on the Dakota of the Spirit Lake Dakota Nation. This course will introduce you to many aspects of Dakota culture. This will involve oral history and narratives, music and dance, artistic expression, language, philosophies, literature, and discussions of contemporary issues relevant to the Dakota people. We will first begin with a historical overview of the Dakota people and end with the present state of the Dakota people. FA, SP, SU

DS121 - Introduction to Native American and Indigenous Studies (3 credits)
This course is a survey of the history, social organizations, political experiences, issues and artistic expressions of the Indigenous peoples of North America from an interdisciplinary perspective. The course introduces students to the unique challenges and misconceptions surrounding the study of Native American history. Issues of contact, trade, war, religion, Native resistance to colonial encroachment, mutual misunderstandings, and assimilation are among the themes that we will explore. Attention will be given to the persistence, change, and adaptation of Native cultures to historical conditions as well as individual and community efforts to maintain sovereignty and cultural identity.
Students will also explore methodological and ethical issues pertaining to the research and writing about Native American history. Thematically, this course will survey themes in Native American history yesterday and today: issues relating to pre-contact Indigenous history, Indian removal, special considerations around the Plains Native American history, the assimilation era, and the Red Power movement.

DSL254 – DAKOTA LANGUAGE TEACHING METHODOLOGIES - (3 credits)

This course focuses on different methodologies to teaching the Dakota language. Review of foundational linguistics and analysis of various approaches to second language acquisition. Students will also participate in student-teaching activities in language classrooms.

DSL285 - Federal Indian Law and Policy (3 credits)

This course will provide an overview of the field of federal Indian law and policy. It will consider the origins and scope of tribal sovereignty as recognized under federal law, as well as current federal law on tribal criminal and civil jurisdiction. It will also explore the division of authority between tribal, federal, and state governments; federal statutory schemes governing Natives and Native nations; and constitutional issues affecting Natives. Additional current legal issues which may be covered based on class selection include Native land claims, gaming, Indian Child Welfare Act, religious and cultural rights, and natural resources. FA,SP
Early Childhood Education

EC 210 – INTRODUCTION OF EARLY CHILDHOOD EDUCATION (3 credits)
This course emphasizes historical, present, and future trends in the field of early childhood. Students gain insights on professional development and career decisions, develop a philosophy based on early childhood theories, and develop a commitment to the profession's code of ethical conduct. This course features understanding of developmentally appropriate practice methods that include play, small and large group projects and discussions, classroom environments, evaluation processes, and programs and services for children and families. Prerequisite: None. FA, SP

EC 211 – OBSERVATION, ASSESSMENT, INTERPRETATION TECHNIQUES (3 credits)
This course will stress the importance of skillful observation in planning appropriate instructional activities for young children in various settings. Emphasis will be on recording and interpreting child behaviors and teaching strategies within a developmental perspective. Students will have the opportunity to engage in assessment processes through means of classroom observations, providing each student with a stronger understanding of child development skills. Students learn about and explore a variety of age, individually, linguistically and culturally appropriate formal and informal assessments to gather and share information on each child’s skills, abilities, interests, and needs, birth through age 8. Prerequisite: EC210. FA

EC 213 – LANGUAGE AND LITERACY IN EARLY CHILDHOOD EDUCATION (3 credits)
This course is designed to prepare early childhood teachers and caregivers an understanding of the basic principles of early literacy and reading development. This course address ways in which students can foster young children's emergent language skills through oral stories, poetry, picture books, thematic units, and teacher-made materials that promote positive language acquisition. This course provides the foundation for early childhood professionals to provide appropriate instruction to children for whom English is a second language and promotes authentic experiences that reflect the interrelationship among culture and language influences represented in the community. Prerequisite: EC 210. SP

EC 220 – INFANTS AND TODDLERS (3 credits)
This course presents an in-depth study of infant and toddler development, which includes stages of cognitive, social/affective, and physical development of children ages birth to three years. The principles of infant and toddler care-giving with an emphasis on the environment and appropriate learning activities will be explored, as well as health, safety, nutrition, and parent relationships. This course provides the foundations of understanding how children’s personalities, behaviors, strengths, and delays or risk factors may affect child-caregiver interaction. This course includes supervised field experience where reflective observations and participation are emphasized. Prerequisite: None. SU rotate

EC 233 – PRE-K METHODS AND MATERIALS (3 credits)
This course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth to age 5. It emphasizes integration of content areas (the arts, literacy, math, health, science, social studies, adaptive learning) and the development of rich learning environments for infants, toddlers, and preschool children. This course explores the five “selves” of the preschool child: physical, emotional, creative, social, and cognitive. This course emphasizes the use of observational skills, hands-on projects, and portfolios to promote children's interest, developmental levels, and learning needs to create stimulating curriculum and learning environments. Review of basic principles of child development and their application in the early childhood settings will be included. Prerequisites: EC 210, EC 213 and EC 220. FA

EC 235 – ART, MUSIC AND PLAY IN ECE (3 credits)
This course will explore music and movement, creative art, drama, purpose of play and written expression in the early childhood and primary education classrooms. The creation, evaluation, and selection of developmentally appropriate materials, equipment, and environments will be addressed along with strategies for early childhood and primary classrooms. Prerequisite: EC 210. SU rotate

EC 236 – SOCIAL EMOTIONAL DEVELOPMENT (3 credits)
This course explores various theories of child guidance and the practical application of each. It provides developmentally-appropriate methods for guiding young children and effective strategies and suggestions for facilitating positive social interactions. Appropriate strategies and procedures for preventing and dealing with violence, aggression, anger, and stress will be included. Emphasis is placed on helping children become self-responsible, competent, independent, and cooperative learners. Prerequisite: EC 210. SU rotate

EC 237 – CHILDREN WITH SPECIAL NEEDS (3 credits)
Every year, the number of children with developmental delays or disabilities in early childhood programs and classrooms is increasing. What do you need to know to support them? This course is filled with practical information that will help educators who work with children age birth through 8 teach children with disabilities alongside their peers. The essentials of what you will learn:

- What developmental delays and disabilities are
- How special education laws apply to you and your program or school
- The process of referral, assessment, IFSP/IEP development, and service delivery
- Which supports and interventions can help children be successful socially and academically
- How to work with families, special education professionals, and the medical community
- Information about specific disabilities, including speech and language impairments, autism spectrum disorder, physical disabilities, and attention-deficit/hyperactivity disorder

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### English

**ENGL100 – STUDENT SUCCESS (1 credit)**
This course is designed to help students learn and improve skills and strategies that are essential to academic success. Through activities, application, and reflection, the material covered in this course should support and assist students in their other courses. FA, SP

**ENGL105 – TECHNICAL COMMUNICATIONS (3 credits)**
Covers professional communication, resource and job searches, planning a business, and speech for students in a one to two-year technical program. Grammar review and communication skills are emphasized. FA, SP

**ENGL 108 – WRITING LAB; ENGL 110 Co-Requisite (1 credit)**
Taken in conjunction with ENGL 110, the Writing Lab will add two hours per week of review and instruction in basic English writing skills and strategies. The class will also reinforce and build on the techniques introduced in ENGL 110. Pre-requisite: None

**ENGL 110 – COLLEGE COMPOSITION I (3 credits)**
College Composition I is a study of the principles of writing with a focus on practical skills, analysis, organizational techniques, critical thinking, developing voice, conventions, and recursive writing. Students will be introduced to a variety of essay types, such as description, narration, analyzing, convincing, cause and effect and problem solving. Emphasis will also be given for genre, writing strategies and editing. Corequisite: ENGL 108 or Placement Test. FA, SP, SU

**ENGL 120 – COLLEGE COMPOSITION II (3 credits)**
A more intense study of the approaches to written communications through invention, rhetorical situations, genre, processes, strategies, style, research, and documentation, as well as media and design. Emphasis will be given to lengthier essays with more authoritative and credible resources. Prerequisite: ENGL 110. FA, SP, SU

**ENGL161/DS250 – DAKOTA LANGUAGE I (4 credits)**
Fundamentals of grammar, language patterns, and vocabulary acquisition, along with cultural backgrounds of the Dakota language. FA, SP, SU

**ENGL162/DS251 – DAKOTA LANGUAGE II (4 credits)**
Continuation of ENGL 161 to develop increasing skills and complications of usage in the acquisition of Dakota language, along with cultural components related to usage. Prerequisite: ENGL161. FA, SP, SU

**ENGL265 – NATIVE AMERICAN LITERATURE (3 credits)**
Writings are by and about American Indians, studied for understanding and critical appreciation. The readings cover life before the Europeans’ arrival and through present day. This is an intense reading and discussion course with reaction papers drawn from Native American themes and oral Native American stories. The focus will be on Dakota writers, but other contemporary Native voices will be utilized as well. FA

### Engineering

**CAD120 – INTRODUCTION TO AUTOCAD (3 credits)**
The CAD activities will engage the student in the basic steps of engineering design and how it relates to the construction industry profession. The activities will provide the student with the basic skills, knowledge, and applications needed to produce, save, and plot drawings using AutoCAD as the tool. It will also include a comprehensive construction industry related final project layout using two-dimensional and three-dimensional techniques introduced in this course. FA, SP

**AM101 – 3D MODELING FOR ADVANCED MANUFACTURING (3 credits)**
Students will be introduced to 3D modeling utilizing 3D modeling software used within the advanced manufacturing industry. Students will learn how to create 3D models along with 2D engineering drawings that include appropriate orthographic, sectional, and auxiliary views. The course will include a survey of the major advanced manufacturing methodologies, technical skills requirements, and various career opportunities. FA, SP

**ENGR 115 – INTRODUCTION TO THE ENGINEERING PROFESSION (4 credits)**
This course is designed to introduce the profession of engineering, with its many types, to the student and in particular, the specific skill of computer-aided design (CAD). In addition the students will learn skills and techniques used by successful college students in engineering. These topics will include study techniques, time management, test-taking, note-taking, goal-setting, wellness, stress management, and career orientation with applications for engineering. The CAD activities will engage the student in the basic steps of engineering design and how it relates to the profession. AutoCAD will be used as the introductory program to bring the potential of such programs to the awareness of the students. FA, SP

**ENGR 210 – SURVEYING (3 credits)**
Measurements and errors; topographical and construction surveys; vertical and horizontal control methods; field exercises and computation techniques for surveying data;
computation of earthwork volumes. 2 one-hour lectures, 2 three-hour laboratories. Prerequisite(s): MATH 105 or 107. SU

**ME 221 – ENGINEERING MECHANICS I (3 credits)**
Scalar and vector approaches to trusses, frames, and machines, internal forces, friction forces, center of gravity, centroid, and moment inertia. Prerequisite: MATH 165. FA, SP

**ME222 – ENGINEERING MECHANICS II (3 credits)**
Dynamics of particles and rigid bodies, work energy, impulse-momentum, principles of conservation of energy and momentum. Prerequisite(s): ME 221, MATH 166. FA, SP

**ME223 – MECHANICS OF MATERIALS (3 credits)**
Introduction to stress, strain, and their relationships; torsion of circular shafts, bending stresses, deflection of beams, stress transformations. Prereq: ME 221 SP

**ME250 – THERMODYNAMICS (3 credits)**
Basic concepts, properties of pure substances and ideal gases. First and second law, entropy. Prereq: ME 222 SU

**Environmental Science**

**ENS 202 ENVIRONMENTAL ISSUES (2 credits)**
An exploration of various environmental issues while learning scientific writing, reading of scientific journal articles, and how to present scientific posters and research presentations. Students will read, write, and discuss scientific concepts critically. FA

**ENS 225 ENVIRONMENTAL SAMPLING/LAB (4 credits)**
Field sampling methods and tools used for sampling of water, soils, air, habitats, and wildlife. Students will learn field methods and be able to demonstrate sampling techniques at the end of the semester. This class has field components. Prerequisite of MATH 103, appropriate placement test, or MATH 210. SP, SU

**ENS 299 TOPICS IN AGRICULTURE/NATURAL RESOURCES (3 credits)**
For students majoring in science. Topics vary based on student interest. FA

**Geology**

**GEOL 102 HISTORICAL GEOLOGY/LAB (4 credits)**
An exploration of the spatial evolution of the present locations of the continents and ocean basins, their geologic and chemical transformations, and the progression of life forms on the planet since its inception. SP, SU

**GEOL 105 PHYSICAL GEOLOGY/LAB (4 credits)**
An introduction to earth materials and the nature of our dynamic earth. The earth materials covered in the class will be minerals, rocks, and landscape types. Plate tectonics, volcanism, glaciation, mass movements, desertification, and climate change will be discussed. FA, SU

**GEOL 219 INTERMEDIATE GEOLOGY/LAB (4 credits)**
An introduction to the field of optical mineralogy as well as an exploration of the field of petrology. The understanding of the origin and placement of various rock types in the regions of the world will be the focus. The use of polarizing microscopes to examine the micro-fabric structure of the rocks will be emphasized. Prerequisite of GEOL 105. IND

**GEOL 224 INTERMEDIATE GEOGRAPHICAL INFORMATION SYSTEM (GIS, 3 credits)**
Provides practical experience in applying geographic information skills to current natural resource issues. Prerequisite of GEOG 115. SP

**Health, Physical Education and Recreation**

**HPER101 – CARDIOVASCULAR TRAINING (1 credit)**
FA, SP, SU

**HPER102 – BASKETBALL (1 credit)**
FA

**HPER103 – VOLLEYBALL (1 credit)**
FA

**HPER104 – WEIGHTTRAINING (1 credit)**
FA, SP, SU

**HPER180 – INTRODUCTION & FOUNDATION OF PHYSICAL EDUCATION (3 credits)**
An introduction to physical education with emphasis on its historical, cultural, social, and scientific foundations. The course will also explore current issues and career opportunities: both teaching and non-teaching. FA

**HPER187 – INTRODUCTION & FOUNDATION OF RECREATION (3 credits)**
An introduction to recreation, activities involved, and issues which affect recreation programs in American society. SP

**HPER210 - FIRST AID/CPR (1 credit)**
General directions for giving first aid, value of first aid techniques dealing with shock, control of bleeding wounds, burns, poisoning, sudden illness, cardiopulmonary resuscitation, and other emergency situations will be covered. Certification cards for standard first aid and CPR will be issued upon successful completion of the course.

**HPER217 – PERSONAL AND COMMUNITY HEALTH (2 credits)**
This is an online course designed to expose students to a broad range of issues and information relating to the various aspects of personal health, which include physical, social, emotional, and environmental topics. FA, SP

**HPER230 – INTRODUCTION TO COACHING /FIELD EXPERIENCE (3 credits)**
A foundation of what it takes to be a successful coach. FA

**HPER241 – THEORY OF COACHING (3 credits)**
A study of the history, rules, theory, offensive and defensive techniques, training principles, coaching strategies, team organization and administration, along with practical applications relating to interscholastic and intercollegiate sports, such as basketball and baseball. A culminating notebook project is also included in this course. SP

**HPER299 - SPECIAL TOPICS IN HPER (1-3 credits)**
For students in HPER, topics will vary from semester to semester and will be designed by the instructor. IND
History

HIST 101 WESTERN CIVILIZATION I (3 credits)
This course is a survey of social, intellectual, economic, and political developments, which have molded the modern western world. This course covers the ancient and medieval periods and concludes in the European Middle Ages. FA

HIST 102 WESTERN CIVILIZATION II (3 credits)
This course is a survey of social, intellectual, economic, and political developments, which have molded the modern western world. This course begins with the Reformation and covers western history until the present. SP

HIST 103 – U.S. HISTORY TO 1877 (3 credits).
An economic, intellectual, political, and social survey of the background and development of the United States from the earliest European settlements until the end of Reconstruction. Emphasis is placed on the political, social and economic evolution of the nation and the consequences of that development. FA

HIST 104 – U.S. HISTORY SINCE 1877 (3 credits)
An economic, intellectual, political, and social survey of the background and development of the United States from the close of the American Civil War to the present. Emphasis is placed on the transformation of the United States from an agrarian republic to an economic, industrial and military superpower. SP

HIST 220 – NORTH DAKOTA HISTORY (3 credits)
A survey of North Dakota history, emphasizing settlement and development, noting the consequences of the state’s location, climate, and settlement on the current political and economic situation. FA, SU

HIST 261 – AMERICAN INDIAN HISTORY (3 credits)
A course in American Indian history, political and social relations, with emphasis upon current movements and problems of Native American life. The course will utilize an interdisciplinary approach by combining history, literature, and cultural studies. SP

Humanities

HUM 101 INTRODUCTION TO HUMANITIES I (3 credits)
This course is designed to introduce college students to the modes of expression of the major disciplines of the Humanities, imaginative literature, philosophy, history, religion, drama, music and art, from prehistory until the Renaissance. The course incorporates contemporary ideas from the social sciences to better understand the basis and motivations of human creativity. A central theme provides the focus of the course each semester. Assignments to include field trips when possible. FA

HUM 102 INTRODUCTION TO HUMANITIES II (3 credits)
This course is designed to introduce college students to the modes of expression of the major disciplines of the Humanities, imaginative literature, philosophy, history, religion, drama, music and art, since the Renaissance. The course incorporates contemporary ideas from the social sciences to better understand the basis and motivations of human creativity. A central theme provides the focus of the course each semester. Assignments to include field trips when possible. SP

Math

MATH 100 – INTRODUCTION TO QUANTITATIVE REASONING (4 credits)
This course integrates numeracy, proportional reasoning, algebraic reasoning, and understanding of functions. An activity based approach is used to explore numerical concepts, quantitative reasoning, graphical displays of data, proportional relationships in real-world problems, problem solving with equations and inequalities, functions, and linear and exponential models and other mathematical models. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Pre-requisite: Accuplacer placement; students scoring less than 237 are required to register for the co-requisite MATH 100C. FA, SP, Alt. SU

MATH 100C – MATH 100 Co-Requisite (0)
One-hour per week of developmental math support taken in conjunction with the Introduction to Quantitative Reasoning course. Pre-requisite: None. FA, SP, Alternate SU

MATH 103 – COLLEGE ALGEBRA (3 credits)
Course for students who have had a course in intermediate algebra or have had adequate training in mathematics as indicated by completed course work. Topics include polynomial and rational functions, inverse functions, exponential and logarithmic functions, simple conics, systems of equations, determinants, arithmetic and geometric sequences, and the binomial theorem. Pre-requisite: ASC 093 or Accuplacer placement. FA, SP, SU

MATH 105 – TRIGONOMETRY (2 credits)
Topics in angle measure, trigonometric and inverse trigonometric functions trigonometric identities and equations, parametric equations and polar coordinates, and general applications. Pre-requisite: ASC093 or Accuplacer placement. FA

MATH 106 – QUANTITATIVE REASONING (4 credits)
Students will learn mathematical ideas in a context relevant to everyday life. A collaborative learning approach is used to explore numerical relationships, graphs, proportional relationships, algebraic reasoning, and problem-solving. In addition, topics from probability and statistics, finance, graph theory and logic will be introduced. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. The course provides an alternative pathway to completing a college-level liberal arts mathematics course, but is not suited for students entering the Science, Technology, Engineering, or Math (STEM) fields of study. Pre-requisite: MATH 100 or Accuplacer Placement. FA, SP, Alternate SU

MATH 107 – PRE-CALCULUS (4 credits)
Study of elementary functions, their graphs and applications, including polynomials, rational and algebraic functions, exponential and trigonometric functions. Pre-requisite: MATH 103 or approval of instructor.
MATH 129 – Basic Linear Algebra (3 credits)
Includes content of Math 128 with the addition of vectors in n-space, subspaces, homogeneous systems, linear independence, rank, and dimension. Prerequisite: MATH 105 or equivalent. FA, SP

MATH 165 – CALCULUS I (4 credits)
Study of limits, continuity, differentiation, mean value theorem, integration, fundamental theorem of calculus. Prerequisite: MATH 103 and MATH 105, or MATH 107 with a grade of “C” or higher. FA, SP

MATH 166 – CALCULUS II (4 credits)
Topics include applications and techniques of integration, polar equations, parametric equations, sequences and series, power series. Prerequisite: MATH 165. FA, SP

MATH 210 – ELEMENTARY STATISTICS (3 credits)
Study of frequency distributions, measures of central value and dispersion, probability binomial and normal distributions, sampling, statistical inference, linear regression and correlation. Prerequisite: ASC093, MATH100, or approval of the instructor. SP

MATH 265 – CALCULUS III (4 credits)
Topics include multivariate and vector calculus including partial derivatives, multiple integration, applications, line and surface integrals, Green's Theorem, Stokes Theorem, and Divergence Theorem. Prerequisite: MATH 166. FA, SP

MATH 266 – DIFFERENTIAL EQUATIONS (3 credits)
Topics include solution of elementary differential equations by elementary techniques; Laplace transforms; systems of equations; matrix methods; numerical techniques, and applications. Prerequisite: MATH 259 or MATH 265. SP

Natural Resource Management

NAT 102 INTRODUCTION TO NATURAL RESOURCE MANAGEMENT (3 Credits)
An introduction to the history of natural resource management in the United States, environmental laws and policies, and management practices and techniques with a focus on wildlife and habitat. FA

NAT 105 WILDLIFE IDENTIFICATION/LAB (4 credits)
Identification of common wildlife species, including birds, mammals, fish, reptiles, and amphibians. An emphasis will be on the common species to the Northern Great Plains. The laboratory section of this course emphasizes a hands-on approach for identifying wildlife species in the field. SP

NAT 215 NATIVE PLANT IDENTIFICATION & USE/LAB (4 credits)
Basic botany principles and plant identification. The focus will be on plants found in the Devils Lake Basin. Identification of invasive species of plants will also be covered. The laboratory section of the course will emphasize a hands-on approach to learning the plants in their natural environments. FA

NAT 297 NATURAL RESOURCE INTERNSHIP (135 hours, 3 credits)
An opportunity to experience natural resource management in the workplace in conjunction with their program of study. The internship experience will be conducted at a Natural Resource Management faculty-approved location that will provide the student with a quality educational and practical encounter in the natural resources field. IND

Nutrition

NUTR 240 – PRINCIPLES OF NUTRITION (3 credits)
Basic principles of nutrition with application for individuals and family groups. FA

Pharmacy

PHRM 215 – INTRODUCTION TO PHARMACOLOGY (3 credits)
This course is designed to teach the student principles of pharmacology including mathematics and calculations, rules and regulations governing medications, medication administration, and safety issues. Medications specific to various diseases and disorders will be studied, emphasizing desired effects, side effects, and contradictions. This course has been designed to meet the needs of nursing and non-nursing students. FA

Physics

PHYS 251/251L – UNIVERSITY PHYSICS I (4 credits)
Newtonian mechanics of translational and rotational motion, work, energy, power, momentum, conservation of energy and momentum, periodic motion, waves, sound, heat, and thermodynamics. Prerequisite: MATH 165.

PHYS 252/252L – UNIVERSITY PHYSICS II (4 credits)
Electric charge, field, potential, and current; magnetic field; capacitance; resistance; inductance; RC, RL, LC, and RLC circuits; waves; optics. Prereq: PHYS 251 or ME 222. Coreq: MATH 166.

Political Science

POLS 102 – TRIBAL ADMINISTRATION (3 credits)
To provide students with knowledge and understanding of the Spirit Lake Tribe’s status as a sovereign nation. The students will gain knowledge of philosophies, principles, and practices of the tribal organization, practices of management, administration, and employment within the boundaries of the tribes reservation. FA, SP

POLS 115 – AMERICAN GOVERNMENT (3 credits)
A study of the principles and background of the government of the United States, with emphasis on the federal plan of organization and the division of powers among the executive, legislative, and judicial branches. FA, SP

POLS204 – FEDERAL INDIAN LAW (3 credits)
Students will gain knowledge and understanding of the Indian Reorganization Act (IRA) of 1934 and the key laws and regulations that followed regarding Indian governments. Students will also learn about the history of why treaty tribes were not allowed to rebuild their oral civilization, but instead were forced into a colonized civilization. FA, SP, SU
Professional Driver Training
CDL114 – INTRODUCTION TO CDL (4 Credits)
This course is designed to provide students with the skills necessary to pass the North Dakota State Commercial Driver’s License permit test. (Drug Test and Physical) FA, SP, SU

CDL252 – INTRODUCTION TO COMMERCIAL VEHICLE & SIMULATOR TRAINING (6 Credits)
This course is designed to help improve the students knowledge of Over the Road driving, with classroom, zoom, OTR training and simulator practice. FA, SP, SU

CDL256 – INTRODUCTION TO BUS & SIMULATOR TRAINING (6 Credits)
This course is designed to help improve the students knowledge of Bus driving, with classroom, zoom, OTR training and simulator practice. SU

Psychology
PSYC 111 – INTRODUCTION TO PSYCHOLOGY (3 credits)
A study of human behavior with an emphasis on the nature and scope of psychology as a science and as a profession. A prerequisite for most higher education psychology courses. FA

PSYC 250 – DEVELOPMENTAL PSYCHOLOGY (3 credits)
A study of human growth and development through the life-span. Prerequisites: PSYC 111. SP

PSYC255 – CHILD AND ADOLESCENT PSYCHOLOGY (3 credits)
This course examines the cognitive, physical and psychological changes that take place from birth through adolescence. Emphasis is placed on the description and explanation of the dimensions of developmental change.

PSYC 270 – ABNORMAL PSYCHOLOGY (3 credits)
A survey of the classifications, symptoms, and etiology of psychological disorders. Prerequisites: PSYC 111 and PSYC 250. FA

Social Work
SWK 101 – CASE MANAGEMENT I (3 Credits)
This course in case management provides students with a comprehensive course for learning the various components of case management. The student will learn theory, structure and practice as it relates to the area of case management. Education obtained through this course addresses various facets of case management including systems, ethics, and professional practice settings. Lessons will emphasize the use of case management as a multidisciplinary care delivery system. SU

SWK 103 – INTRODUCTION TO COUNSELING (3 Credits)
This course provides an overview of counseling and introduces the fundamental principles of counseling. Students will explore techniques used to assist in establishing a therapeutic relationship and learn basic theory-based counseling strategies. Students will also begin to develop self-awareness regarding transference issues and establishing professional boundaries with clients. FA

SWK 255 – INTRODUCTION TO SOCIAL WORK (4 credits)
An introduction to the social work profession including: the development of the profession, generalist practice, the problem-solving process, the strengths perspective, social work values and ethics, levels of practice (individual, family, group, community, and organization), fields of practice and the practice of social work in rural communities. Forty hours of volunteer work is required in a human service related agency. These 40 hours constitute one of the four credits for this course. The content of SWK 255 provides students with foundational knowledge necessary for subsequent coursework across the BSW social work curriculum. FA, SP

SWK256 – DEVELOPMENT OF SOCIAL WELFARE (3 credits)
This course provides an overview of the historical, economic and political foundations of social work and social welfare. Emphasis is on the structure and functions of the social welfare delivery system. Students examine core concepts, theories, skills, values, and ethics in the field of social work. FA

SWK 257 – HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (3 credits)
Application of theories and knowledge from the liberal arts. Application of social work theory across the life span. An emphasis on social systems theory as the conceptual framework. Bio-psycho-socio-cultural aspects of human development. Prerequisites or corequisites: Psych 111, Soc 110, course with human biology content. SWK 257 (HBSE I) examines the changes in human behavior over the life course from a multi-theoretical approach that reflects biological, psychological, social, and cultural perspectives. Just as biological theories may be pronounced during fetal development, social theories may be more pronounced during later life stages, such as adolescence. Understanding the differential impact of these theories over the life course develops student competency in their interactions with various client systems (e.g. individuals, families, and groups) by recognizing and understanding both normative and diverse human experiences. Students will critique these theories and research findings using social work values and ethics by prioritizing issues related to diversity and populations at risk. These experiences support entry-level practice with individuals, families, and individuals and families in groups, forming the basis for assessment and evidence based practice. The course will include content regarding human development in the context of rural environments. FA, SP

SWK 262 – INDIAN CHILD WELFARE (3 Credits)
This course examines issues of child and family welfare in the context of national, state, and local policy and practice. The provisions of ICWA are explained in non-legal language and presented in the order in which a child welfare worker might encounter them in an ICWA case. Social and economic justice are examined as they relate to interventions with children and families. SP
wSWK 274 – SUBSTANCE USE AND ABUSE (3 Credits)
An examination of the range of substance abuse issues impacting the family system. Topics will include causes of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. SP

Sociology
SOC110 – INTRODUCTION TO SOCIOLOGY (3 credits)
The student will be introduced to a wide range of social issues using sociological theories and methods. We will examine the role of culture, organizations, and social interaction in shaping the world around us. We will also explore how the U.S. is becoming a more diverse society and consider how different statuses, such as race, class, gender, and sexuality, shape social landscapes. In addition, we will discuss contemporary qualities of social institutions such as the family, economy, politics, education, religion, science, and the media, as well as explore how these institutions shape individual lives and influence society. SP

Soil Science
SOIL 210/210L – SOIL SCIENCE/LAB (4 credits)
An introduction to the main components of the soil system, such as the biologic portion; the solid portion, such as the minerals and rocks; and the aqueous portion of the soil system. SP

SOIL 217 – INTRODUCTION TO METEOROLOGY AND CLIMATOLOGY (3 credits)
An exploration of meteorological phenomena and the components of weather systems that are affected by climate change on the planet earth. FA, SP

SOIL 264 – NATURAL RESOURCE MANAGEMENT SYSTEMS (3 credits)
Natural resource management systems and management techniques for the betterment of human populations. The focus will be on the various forms of agriculture. SP